

QUARTERLY

The College of New Rochelle Alumnae/i Magazine

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Holding the Future in Your Hands

The Joys and Challenges
of Parenting

(Story on page 2)



IT IS THE ROLE OF A LIFETIME... IT IS A ROLE FOR A LIFETIME...
YET IT IS A ROLE WITH NO AUDITION, NO REHEARSAL AND NO SALARY.
IT IS THE ROLE OF A PARENT.

From the first moment that you look into your child's eyes, your life is forever altered. You are now someone's "Mommy" or "Daddy" – and with that title comes great happiness as well as sorrow, great frustration as well as fulfillment. You now have the power to shape another human being, emotionally, psychologically, socially. As a parent, you will build the foundation from which your child will go forth in life – a

seemingly overwhelming and daunting task but one of the most important and gratifying you will ever undertake.

In this issue of *Quarterly*, we explore the importance of being a parent. We ask alumnae from various family dynamics to reflect on the joys and challenges they derive from being a parent. We feature four alumnae who provide support and encouragement to children outside the home and much more. So read on...



QUARTERLY

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Cover Photo: Lenore Boytim Carpinelli SAS'89, *Quarterly* editor and Director of College Relations at CNR, with daughter Anna.

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Parenthood

THE ROLE OF A LIFETIME

BY FREDERICK ROMANO

While there are many paths to self-realization – forging a successful career or making contributions to your community – the experience of parenthood provides a truly unique sense of fulfillment. But just how can parents meet the powerful and life-long needs of their children? Simply put, what does it take to be a good parent?

“There is no greater joy than to look at your adult children and to realize they are contributing members of society. If they grow up to be people that you like and admire, that’s a huge affirmation of your life,” says Dr. Anne Frost, Associate Professor of Nursing in the School of Nursing at CNR.

For many parents, both having a child and being a good mother or father are an important part of self identity, explains Dr. Roblyn Rawlins, Associate Professor of Sociology in the School of Arts & Sciences at CNR. It also serves as a means of securing one’s own immortality notes Dr. Anne Ferrari, Associate Professor of Psychology in the School of Arts & Sciences.

“Parents sometimes live vicariously through their children because it offers an opportunity to correct aspects of their own lives,” says Ferrari. “Although such vicarious fulfillment is not always beneficial to the parent or the child, nevertheless, it is a common phenomenon.” There is also a nexus between

the personal benefits of parenthood and broader social aspects, she continues, such as the importance of “raising children who are good and moral citizens who care about each other and the world.”

Indeed, the social benefits of parenthood are broad in both depth and scope. As Rawlins explains, parenthood is one of the major ways in which we maintain continuity of culture and our values, whether they pertain to the religious, political, social or philosophical. While children also learn about culture and values from their peers, the media and social and religious institutions, parents remain one of the major agents of socialization.

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Mom Lenore Boytim Carpinelli SAS'89 shows daughters Anna and Elisabeth a caterpillar.

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And fundamental to the appropriate socialization of children is the parents' ability to meet the child's needs. "A child's development of his or her own identity is achieved primarily through interaction with parents or other caregivers," says Rawlins. Citing the social psychological concept of "the looking glass self," she explains that one of the most important ways children achieve self identity is "how they perceive their parents to perceive them." Therefore, the parents' verbal and non-verbal cues are crucial in shaping the child's own qualities and capabilities. Rawlins believes that the process of interaction and communication between parent and child is symbiotic in nature, with parents also learning about themselves through their interaction with their children.

Ferrari stresses the importance of parents both understanding and fulfilling the needs of their children from birth, indicating that many psychologists believe if needs are not met at the infancy stage, later on the child may feel a lack of trust, be fearful in exploring frontiers or be otherwise wary of carrying out other aspects of his or her life.

"Children's needs are enduring yet evolutionary in nature," explains Ferrari. "When a child moves from infancy to the toddler stage, he or she develops a need for autonomy. As they become older, other needs such as intimacy, identity and competency emerge." If parents learn about normative development, she believes that they will be better equipped to provide opportunities to meet these needs.

Frost, who also maintains a private psychotherapy practice working with adolescents, has found through her professional experience that "children never tire of the support of the parent."

Because each parent's individual childhood experiences influence their personal approach to parenting, she finds that one of the fundamental factors in good parenting is the parents' ability to realize the dynamics formed by these experiences and how they tend to influence their own expectations of their children.

What's Your Style?

In her work as a therapist, Frost has found that there is often discord between parents regarding how to raise children, particularly in the area of discipline. When one parent is punitive in approach, and the other permissive, she explains, the child often receives mixed messages. As a result, the child acts out, exhibits increased aggression, and household anxiety intensifies. "Parents need to become more cohesive in both

their view and their message regarding what constitutes good behavior in order to avoid such unsatisfactory results," says Frost. "Self awareness of one's own influential childhood experiences should assist parents in providing continuity and better formulating their expectations."

One successful parenting style embraced by some psychologists and other experts, including Anne Ferrari, is authoritative parenting. The model for this style, Ferrari explains, is a parent who is warm and loving, yet firm. They give discipline, offer standards and perspective, while creating expectations, all in a supportive and loving environment. In the end, the parent needs to be "someone who the child can talk to and share information with, without feeling devalued," she adds.

In Rawlins' opinion, there is no one best style of parenting, and she believes that each parent must consider individual factors to reach the desired ends. "Ultimately, what you want is that your children will independently choose to live their lives in the manner



Left: Gill Library Circulation Manager Christina Blay at home with daughter Annie. Below: The O'Rourke family (from left, son Simon, father Steve and daughter Grace) play a game of UNO.



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which you as a parent want.” To achieve this result, she believes you must relax controls on children sufficiently to permit them to make their own choices. The difficulty in accomplishing this, she explains, is that this balance of control must not only be reached within the context of the parent-child relationship, but must also find an equilibrium within the realms of family, school and other social institutions, all of which may have different philosophies regarding the amount of control versus the amount of independence which the child must have.

Regarding other worthwhile parenting approaches, Ferrari stresses the need for parents to exercise listening skills when dealing with children, although they may not necessarily agree with the child’s viewpoint. “Allowing your child’s own voice in the relationship has been found to result in a higher degree of child confidence and self-esteem.”

Other valuable communication techniques championed by Ferrari include a focus on parental explanations, particularly in conjunction with the discipline of children. “Explaining to children what they did and how it affected others will increase the child’s awareness and understanding.” Conversely, punishment without an explanation provides no long-term benefit. “We should also pay more attention to what a child does right and less to what they do wrong,” she says. “I’m not saying to ignore bad behavior but to reward good behavior.”

Describing some inappropriate and destructive discipline parents use with children under the age of six, Frost is emphatic in her belief that parents should be educated on childhood developmental stages to understand how their children think and what their capabilities are before they punish them for bad behavior. “If parents could be better educated on the principles of growth and development during the

first five years of life, we could cut mental illness in this country by at least half.”

Modeling is another important concept for good parenting often cited by experts. “As a means to achieve security, children begin imitating their parents’ both good and bad habits at the age of two,” explains Frost. This provides parents with an opportunity to create an early bond with their child. However, she points out, timing is critical. “Make your children feel that you are proud of them, that you respect them. If this is inculcated at an early age, it will keep them on the straight and narrow during high school. But you can’t inculcate them in adolescence because that’s the time of rebellion.”

Nevertheless, Ferrari advises, “parents shouldn’t retreat during adolescence.” Though peer pressure has increased in teenagers’ lives, parents can continue to maintain power and influence over their children, particularly those who maintain strong parent-child

relationships. “Parents,” she argues, “can still provide a balance against negative peer pressure.”

Striking a Balance

An important part of being a successful parent is making the many adjustments accompanying parenthood. Striking a balance between work and family, and making adjustments within the various relationships in the nuclear family, particularly the marital relationship, all present real and substantial challenges for first-time parents.

“One of the fundamental adjustments parents must make is learning how to handle the serious demands made on their time,” says Roblyn Rawlins. With newborns, she notes, time demands can be so extreme that parents are confronted with the challenge of how to meet their own basic needs, such as minimal self care.

“With the first child,” explains Anne Frost, “particularly with women, it often means that the parent gives up his or her freedom which in turn may result in a loss of their identity.” Pointing out an unspoken undercurrent that every first-time mother feels, especially those who are nursing, she says, “You spend

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Steve O'Rourke, Associate Professor of Psychology at CNR, reads with daughter Grace and son Simon.



Annie Blay practices the flute with assistance from mom Christina.

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all those months creating this human being, but once the baby is born, there is a huge awakening to the fact that you've got to keep the child alive."

And there are more subtle adjustments that also must be made which may be less apparent. For example, when a second child is born, the mother, who has already created a strong bond with the first child, must adjust to the new family dynamics, although subconsciously she may view the second child as an interloper. Nevertheless, the parent must overcome such instinctive tendencies and welcome the second child as an equal.

The addition of children also imposes great changes and stresses upon the marital relationship. "The marital relationship often takes a subordinate position to work and child with respect to the time and attention afforded the relationship," says Roblyn Rawlins. Citing data regarding children's effect on mari-

tal satisfaction, she explains that in the first few years after a child is born, both the mother and father report lower satisfaction in the marriage. While the father's satisfaction often rebounds when the child reaches toddler age or a little older, women's satisfaction usually does not return until the child is grown. Additionally, Rawlins explains, "if a couple has an egalitarian relationship prior to having children, we often find that after children are born, the parents assume more traditional gender roles, and this change results in conflict for the couple."

What Society Expects

Evolving gender roles are symptomatic of the fact that attitudes and practices regarding parenting are changing. Nevertheless, societal expectations for parents to have children are still very strong. "Having children is still the social norm," says Anne Frost.

And, Rawlins notes, "There is still a

stigma attached to those couples who do not have children. Societal expectations still dictate that women should or need to become mothers and those who do not are somehow unnatural or perhaps selfish." Similarly, "couples are left to feel that there is something wrong with them if they don't have a child," explains Ferrari, something especially difficult for those who can't have children.

Despite this, Ferrari acknowledges that today a higher number of individuals are remaining single and an increased number of couples are voluntarily remaining childless. "People who voluntarily remain childless are reporting as good life satisfaction as people who are happy with their children." Their reasons for not having children include the desire for freedom from childcare responsibilities, a focus on marital satisfaction and, for women, opportunities to pursue a career.

For those mothers who do decide to have children, perhaps the greatest ques-

tion in the rearing of the child is whether the mother will remain home or work outside the home. Frost believes that the degree of the difficulty in making this decision lies with each individual and that it is particularly “hard for well educated women, especially those who have had a career, to be a 24-hour, stay-at-home mom.” “There is social pressure to be a ‘Supermom,’ to work and have a career and have a family at the same time,” notes Rawlins, summarizing prevailing social expectations.

The underlying dilemma in choosing to be a “working mom vs. a stay-at-home mom,” says Frost, is that “whoever is taking care of the child has to be vested

and bonded to the child.” The issue is problematic, she argues, because a lot of day care providers in the United States, who act as the surrogate for working mothers, fail to provide care which brings the necessary commitment or forges the desired relationship. “The stakes are high because attachment in the early years is the key to mental health in the later years.”

However, as Rawlins explains, there is no research which indicates negative effects on children of mothers who are working. In fact, studies indicate that girls of working mothers have a higher level of self-esteem and greater career aspirations than daughters of stay-at-

home moms. “Whether a child is well adjusted has more to do with the quality of care than the quantity of time spent with the child or whether that time is shared with the mother, the father, other familial caregiver or day care personnel,” says Ferrari.

Still, there is a certain amount of guilt experienced by mothers who choose (or who are required for economic reasons) to work outside the home, rather than to stay home. This is a natural phenomena, explains Frost. “The bond we create with the child in the first six months doesn’t allow us to go too far with comfort – this is nature’s way of keeping us close to the child for the child’s survival.” Frost believes that often the guilt lies with the mother because she fears that the child may not be receiving good alternate care – a guilt that should be assuaged in those circumstances in which appropriate care is actually being provided.

Parenting in the modern world can be both daunting and complex. “Parenting is a completely mediated experience in which a host of experts are weighing in on the subject,” says Rawlins. “Parents are exposed to a plethora of child-rearing experts, both real and so-called, including physicians, psychologists and others, who generate vast quantities of parenting advice. These experts have varying social and political agendas. Parents must sift through their numerous and often unpractical and contradictory prescriptions for good parenting and find just the right ‘dosage’ for their own child.”

And even if parents make the right decisions, societal expectations can be unfair. “Society blames or applauds parents depending on how their children turn out, even though there are many other factors which impact the outcome including school, peers, other family members and family friends,” says Frost.

Frederick Romano is an attorney, published author and freelance writer, who lives in New York City. He has written on the topics of film, sports, real estate and education.

*Andrea Hindmarsh Fagon SAS’00
horseback riding with son Nicholas.*

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The Joys and Challenges of Parenting

Being a parent brings both joy and challenges. We asked five alumnae to share their experiences...



Suddenly a Single Parent

By Una Hinchcliffe McHugh SAS'87

As Told to John Coyne

It's hard for me at times to remember what it was like to be the wife and mother in a traditional two-parent family, now that I have been a single mother for six years. I lost my husband Dennis McHugh on 9/11. He was a fireman with the Upper East Side's Ladder Company 13, and he died with eight other firemen from his company that day when the North Tower of the World Trade Center went down.

I guess if I were trying to put a metaphor on our married life with three children, I'd say that, before we lost Dennis, I was the one with the camera standing back and taking the photos of Dennis teaching our daughter Chloe how to ride a bike. Today, I'm the one teaching our twins, Sophie and Joe, how to ride two-wheelers. And there is no one taking our picture.

Dennis and I had a wonderful married life for seven years before his death. I had graduated from CNR with a degree in



education, having majored in psychology. Dennis graduated in 1989 from Iona with a degree in criminal justice. We met in college and became good friends and years later the relationship developed.

We were married almost six months when I got pregnant with Chloe. I was shocked when I found out – nervous, confused and scared. I assumed Dennis was going to feel the same way. We hadn't moved into our home in Sparkill. I didn't have tenure; he was changing careers. Dennis, however, was thrilled and seemed confident it would all work out. Although younger than me, he was always ready for each new step.

Having Chloe changed everything for me. From the minute she was born, I looked into her eyes and felt I knew her completely and couldn't remember life without her. It is an incredible experience to have a baby. It changed every minute of my life. All my priorities shifted. Juggling Chloe and a full-time teaching job was my first challenge.

At the time Dennis was working on Wall Street and because of work and where we were living, he was never home in time to see Chloe. She was often in bed when he came home, and then he was off early in the morning. It was not the family life we wanted.

Photos above: Una Hinchcliffe McHugh SAS'87 at home with children Joe, Sophie and Chloe today (left) and on vacation with husband Dennis and their children the summer before he was killed (right).

Dennis decided to join the New York City Fire Department. By doing so, he'd have a schedule and a life where he could spend more time with the family. He had also applied to the New York City Police Department, and was accepted, but I was afraid for him becoming a cop. The terrible irony was I thought he would be safer working with the fire department.

Dennis was a wonderful father, so engaged with the life of his daughter. He took Chloe everywhere. He took her to the library. He took her with him when he went grocery shopping. He took her to the playground. He took her to his pickup games of basketball. They were great buddies.

Dennis and I were busy and so in awe to have Chloe in our lives we wanted more children. It took us three years and lots of procedures to get pregnant with the twins. If Dennis did not have the flexible schedule of a fireman, I don't think it would have ever become a reality.

I knew back then I was lucky but now I see how spoiled I was by Dennis. All household chores were shared without anyone keeping score of who did what when. We both just worked in unison and always did what would be helpful to make the other person's life easier.

The night before he died, his last evening at home, I came home from teaching at Nyack and Dennis had the ten-month-old twins fed, the house cleaned, the laundry done and dinner on the table. It was the last time he was with me. He went to the city that night to start his shift with Ladder Company #13. I said to him once, "How could the fire company have a number thirteen?" It was fine with him; it was his lucky number, he said. Well, it wasn't.

What do you do when you wake up one day to another world without a husband and with a five-year-old asking for her daddy? First I told Chloe Daddy had to work late. Then I told her Daddy was away on business for a while. And finally I told her that Daddy was in heaven and he wouldn't be coming home to us.

Talk about change – within ten months I went from being a wife and a working mother of a five-year-old, to having twins, to being a widow and a single mom of three children. It



is hard for me now to even understand how I survived those first months after Dennis' death. The twins were just crawling. Chloe was so young and yet had to help more than a sibling her age should have been expected to. And she missed her father. For many, many nights she would cry herself to sleep; she would have terrible stomachaches; she was in such pain and denial.

As for me, trying to live without him, I was actually helped by Dennis. When we were first married, I could never understand how Dennis would always go for a run and then do the chores. Or he would be sick and want to go running. He would be worried, and he would go for a run. Often he'd say when I would get agitated by all his running, "Una, one day running is going to save my life." It didn't save Dennis, but running saved my life.

Eight months after 9/11, when I was going out of my mind, I found that running helped me clear my head and enabled me to face my life without Dennis. I'm still running today. It is my time to reflect on my life and think about the kids and what we have been through, and think about everything that we have been blessed with as a family.

Now six years later, we have learned to live a new life, a life without Dennis. With the kids growing older certain things have gotten easier. But juggling the homework and the extracurricular activities of two kids and a pre-teen is exhausting. I am amazed and proud at times of what I have taught them or encouraged them to learn. I taught them how to ski,

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WHAT do you do when you wake up one day to another world without a husband and with a five-year-old asking for her daddy?

and they enjoy seeing how scared I am going down a black diamond trail.

Chloe horseback rides, and over the years I have joined her on some trail rides. She is so elegant and graceful on horses, unlike her mother who is petrified. I have watched Chloe become a great basketball and soccer player. Each year Chloe runs a couple of 5K races with me, and it won't be long before she beats me.

Joe has me out in the yard practicing a different sport each day. The last few years I have learned how to play tennis and golf, which Joe enjoys doing with me. I never used to watch sports on television, but I sit with him and cheer for the Mets and listen to him make calls before the announcer even does. This last summer I flew with the twins to Chicago because Joe was playing in a Gaelic football tournament.

Sophie is just like me when I was little. She likes to read and play board games. We share an interest for the arts. Sophie loves to make things, paint and draw. She wrote a Thanksgiving letter to me in school and thanked me for putting up on the wall the things she has made me.

Chloe is now a pre-teen, and it is a new moment in this young girl's life. I have another set of problems to face without a husband. And Chloe has to face adolescence without a father. Adolescence is a difficult time for any young person who has to go through it without a father, but Chloe knows she has me.

It's funny, but one of the hardest aspects of being a single parent is the inability to share with your partner what's happening in the day-to-day events of the family. These aren't big or important happenings, but you want to tell someone, and I find myself standing in line at the bank and talking to strangers about the twins, telling stories of what funny things they did that day.

I don't have my husband to help me raise our children, but at least through them, I have Dennis forever in my life.

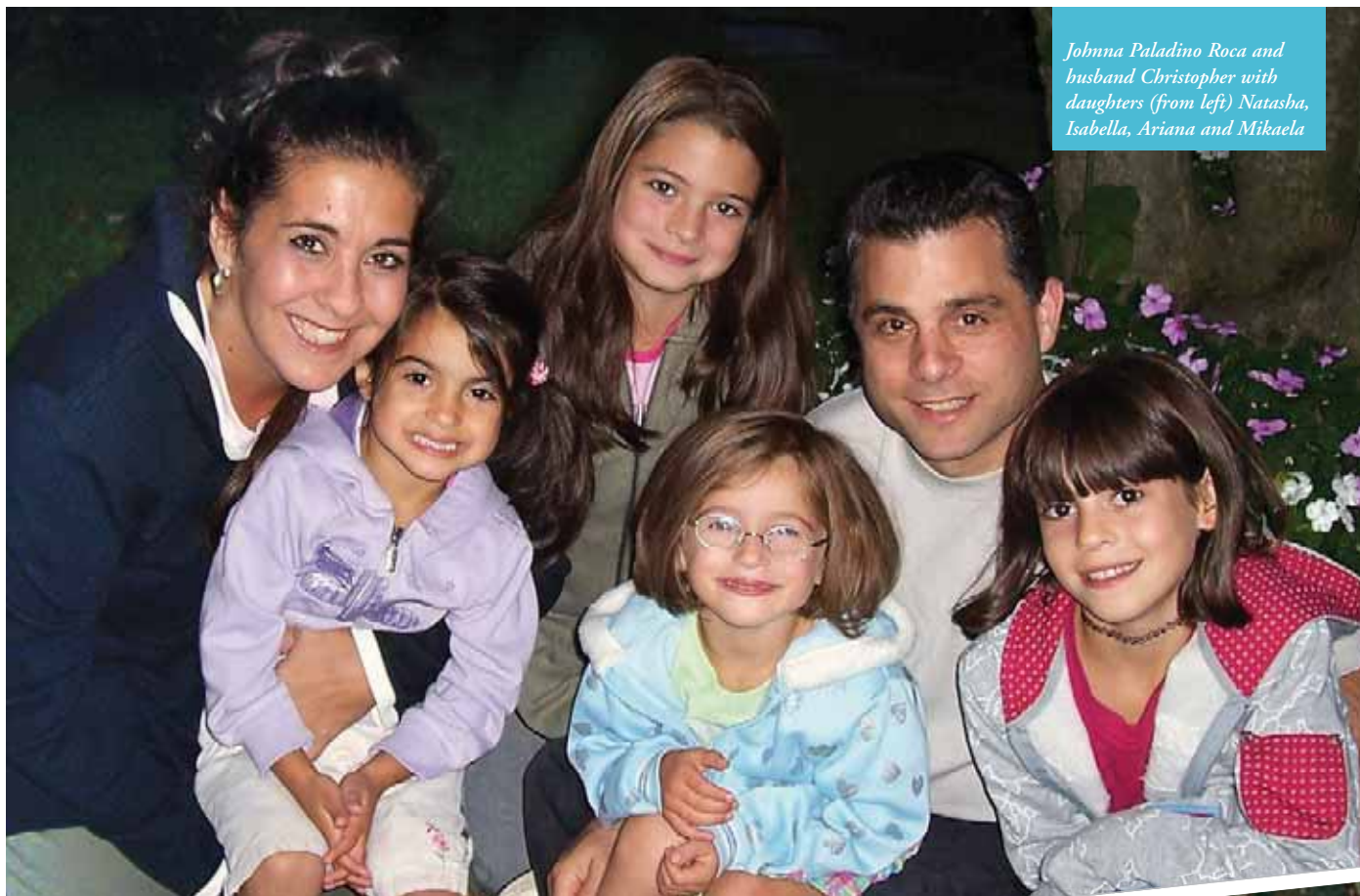
Of course, a lot of that is just because of who I am. I'm outgoing, expressive, involved. Dennis and I were the same kind of people. Both of us sort of lived on the edge. The other day I asked Chloe if she thought the twins would have been any different if Daddy was alive and she said no. It was so heart-breakingly wonderful to hear her say that about the family.

Chloe, Joe and Sophie, three kids, three personalities, three roles in the family and three different relationships with me. Even with the devastation and loss of their father, my three kids are happy, healthy, kind, funny, smart, loving kids. They will always be what I am most proud of in my life.

I am hoping to return to work one day, but I just don't know how I will balance it all without overextending myself. I finally have a simple routine of life for me and the kids and I am finding I am happy again. How do I squeeze a career and a social life in when being a single mom takes up most of my time and energy? I am busy with The Dennis P. McHugh Foundation that Dennis' family and friends established. Recently we dedicated the new Dennis P. McHugh Piermont Public Library. Doing work like that in Dennis' memory is what keeps me going.

Also, what is surprising and wonderful for me to see in Sophie and Joe is their father. They, of course, never knew their father, yet they have his traits and habits, and many of his expressions. I look across the dining room table and suddenly I'll catch a glimpse of one of Dennis' gestures or Dennis' smile on their faces. It breaks my heart but it also makes me feel wonderful. I don't have my husband to help me raise our children, but at least through them, I have Dennis forever in my life.





Johnna Paladino Roca and husband Christopher with daughters (from left) Natasha, Isabella, Ariana and Mikaela

Savoring the Special Moments

By Johnna Paladino Roca SAS'88 & GS'91

As Told to Lisa Romano Licht SAS'81 & Lenore Boytim Carpinelli SAS'89

I consider myself a career woman – my career now is taking care of my children and I can't imagine not spending this precious time with them. Watching them grow from infancy to childhood has been a challenging and fruitful experience.

My husband Christopher and I are married for 13 years. We have four daughters: Isabella, 10, Mikaela, 9, Ariana, 5, and Natasha, 4. Plus, four days a week I take care of Rachel, who is 3, while her parents work. To me, it's all about the kids. My mother was home for me when I came home from school. And I always knew that if I had children, I wanted to be home with them. I've been fortunate that I've been able to do that.

I am one of four sisters and just as each of us is unique in her own way, my

girls are too. Isabella, the oldest, is quiet and more mellow than the others. She's very artistic, likes to write stories and draws unbelievable pictures. She also plays the clarinet and is taking up the trumpet, something she became interested in because my father-in-law played. Mikaela is more intense and energetic. I can barely keep up with her sometimes when she's telling a story. She never stops moving – you really have to work to keep Mikaela busy. So while Isabella takes ballet, Mikaela takes gymnastics and plays the flute. While Mikaela is more likely to get down and dirty playing with the little ones, Isabella prefers to read them a book.

Ariana has always been an incredibly



happy child. I don't think she cried until she was almost a year old. She is extremely social and gets along with everyone. That's been a big plus in facing her challenges. She started wearing glasses at 6 months, and at 18 months, when she still wasn't walking, she was diagnosed with low body and eye muscle tone. Since then she's had an

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HOLDING THE FUTURE IN YOUR HANDS



extremely busy schedule – with multiple appointments for vision, physical, occupational and speech therapies each week. Yet she’s always got a smile on her face. It’s really amazing to see how people are just naturally drawn to her.

Though Natasha is the youngest of the family, she likes to be the leader. She’s very confident in who she is, and when she sets her mind to something, it’s hard to talk her out of it. She loves to draw and paint and to play with her dolls. And she’s quite the fashion plate, dressed in her leopard skin bathing suit or holiday dress. She’s also very protective of Ariana. It’s great to watch the two of them interact. Someone at my mom’s club said that Ariana and Natasha are like two old ladies that have known each other all their lives.

With five kids in the house, every day is an adventure. And there are times that are great fun and times that are very challenging, to say the least. But I believe it’s so important to take the time to laugh and just enjoy life. For me, staying at home is not about cooking and cleaning, it’s about being with my children and taking advantage of the many teaching opportunities that arise. So we get out as often as we can. I like to get

the kids outside for play, fresh air, exercise and sun. In the summer I went to the beach a lot with the five kids and people thought I was crazy. Other moms asked how I did it. Well, now that they are getting older taking them out is getting easier, but we still travel with a potty seat in the van for the little ones just in case.

Time passes so quickly and

kids grow up so fast – it seems like just moments ago that Isabella was a baby, and now she’s a “tween.” So when I can, I try to savor the special moments, the moments that remind me of just how fortunate I am to be the mother of these four beautiful girls and how grateful I am to God for the privilege he’s afforded me.

I still tear up at the memory of Ariana climbing steps for the first time – particularly because it was such a big accomplishment for her. There are simple moments like laughing at the many different hair clips hooked to my shirt, left over from the morning’s hurried beauty session, and observing the wonder my kids have at finding a crab at the beach. There are the sing-alongs we have in the car every day and the “broccoli dance” we do around the kitchen after the little ones eat a piece. I have a journal where I try to record all the things that my children say and do. Someday that book will be my coffee-table book.

Before Isabella was born, I worked at CNR for almost ten years as Assistant Director of Media and Photographic Services. I also earned two master’s degrees while there, one in fine art and one in art education. I taught art and photography as an adjunct teacher at CNR, and as part of my graduate art education program, I taught art at

Mamaroneck High School.

Christopher and I met in New York City in 1989. I was out dancing with my friend Kathy McKenna Watcke SAS’89 and he was her date’s friend.

I wasn’t really looking to get married. My mother had always encouraged me and my three younger sisters to be independent and reach for the stars. She was a student at Julliard before she got married but gave up her studies to focus on raising a family. Independence was important to her because she was ill for years with elephantiasis – a severe case of lymphedema that later developed into a rare cancer. And though her mobility was limited, her cheerful disposition and worldly knowledge kept us in line.

Even through her illness, my mom pushed us like crazy. When I was an art major at CNR, she insisted I go abroad, so I studied painting and photography in Rome. Later when I was working at CNR, I had the chance to go to Russia. From her hospital bed she told me, “Johnna, you have to go.” She knew those were opportunities I would never have again.

My mom died in 1994, right after I got engaged. She had told my sisters and me, “Always stick together. Don’t let anything tear you apart.” We are still very close. My mother-in-law is amazing and a great help, as are my sisters-in-law. Luckily, both of our extended families live nearby and have been very supportive.

I’m fortunate with the kind of freelance work I’ve been doing for the last ten years – art, photography and teaching – that I can work around my family’s schedule. I even did weddings this summer. I love the chance to work creatively.

I had to stop my freelance work when I was diagnosed with breast cancer almost three years ago. I didn’t really get upset about the diagnosis because I had been through so much with my mother. I just felt it was something else to overcome.

The family and friends’ support at that time was phenomenal. Everyone

rallied around to help. At the time Ariana was getting services at home and had nine appointments a week. There were days I needed three or four babysitters. The Rye Brook Moms' Club that I belonged to sent meals. Christopher was unbelievable, taking care of the family chores – food shopping, cleaning, laundry, bathing the children, even making a spreadsheet to keep track of all my medications.

I don't think that my parenting style has changed much since my diagnosis, other than that I learned not to sweat the small stuff and appreciate both the rewarding and challenging moments. No matter how I looked, even when I had lost my hair [from chemo], they were with me step by step. The girls have an understanding of my diagnosis and are not afraid to say the word "cancer." I've also become very involved with the cancer center at Stamford Hospital raising breast cancer awareness in the community.

After I finished treatment, I needed to get out of the house, so I took classes in coffee roasting, sewing and cake decorating. Cake decorating taps into my creative side and has become therapeutic. I've done custom cakes for the whole family. But I can't work until the girls are asleep, so I stay up all night when I have a job.

My husband is very involved. My cousins once voted him "the man who has changed the most diapers." He's had offers to work again in Manhattan, but it would mean less time with all of us. I think his relationship with the girls is so important because he is their first male figure. He makes them gifts and cards and treats each of them as special. This way they will learn how they should be treated by other men someday.

It's a huge challenge to teach kids good values today. They know way too much at a younger age due to the media and all. That's a lot of weight on a kid's shoulders. The biggest compliment for me would be that my kids are confident, respectful and independent. I want to encourage them to use their abilities to the fullest and be able to laugh at themselves.

I tell my older girls that life's all about relationships, with God, your family, your friends, your teachers and someday your spouse and your children. And it takes a lot of work, a lot of work.

Ultimately, we have to make the most of our short time with them...God gives us these little miracles to mold. Once they're on their own we hope they make the right decisions based on what we've taught them. It's the most challenging job there is.

Parenting Your Child in Spirituality

By Rev. Dr. J. Joseph Flynn, OFM Cap.
College Chaplain

Some may wonder how someone in religious life can speak about parenting, but 41 years of pastoral ministry to parents and children have been, for me, a great teacher.

Dictionaries and spiritual manuals offer a multifaceted explanation of "spirituality." I have often heard people describe themselves as spiritual but not religious. Gaynell Cronin and Jack Rathschmidt, OFM Cap. (*Nurturing Today's Children*) offer a simple yet comprehensive and inclusive definition. To them, "Spirituality means nothing more and nothing less, than being attentive and responsive to the spirit of God, who, while never manipulative, is very demanding."

This attentiveness and responsiveness is explored by David Hay and Rebecca Nye in *The Spirit of the Child*, who speak of awareness-sensing, mystery-sensing and value-sensing. In awareness-sensing, there is the tendency to focus on the here and now, such as enjoying watching a young child squealing in delight as she chases after lightning bugs for the first time. Mystery-sensing is stimulated by wonder and awe, such as seeing and hearing the ocean for the first time. Value-sensing covers the experience of life with its ups and downs while realizing that goodness and security are still present. An infant learns that "No" is not the end of parental love.

Years ago I took a course in the History of Philosophy which introduced students to the various

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Parenting Your Child in Spirituality

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philosophers and philosophies. One in particular, John Locke, offered the principle of *tabula rasa* (blank tablet), claiming that all of us are born without any information and only then start to be affected by the environment and those around us. Thanks to genetics and scientific studies it is now known that a fetus is affected by various stimuli coming from its mother and environment. What its mother ingests and injects can have a positive or negative effect on a fetus. We also know that a fetus reacts to emotional turmoil as well as peaceful calm. The heartbeat that a fetus memorizes becomes the calming heartbeat when the baby faces need fulfillment as life continues.

According to Erik Erikson in his classical work, *Stages of Development*, several characteristics play a vital role either in helping a child grow to maturity or in hindering that growth, which then prevents a child from moving on to the next stage in his or her maturation. Basic Trust is needed by an infant. This Trust comes through a child's experience that their comfort provider is reliable, consistent and predictable throughout that first year. If Trust is not engendered then Mistrust is instilled in the child and can be so debilitating as to affect future ability to trust. In the next two years, Autonomy needs to be encouraged so a child can be independent and exercise freedom of choice with self-control. If it is not inculcated, a child will develop a sense of Shame and Doubt, which will inhibit the necessary development. In years three to five, a child needs to develop a sense of Initiative in order to plan and execute a task for the sake of doing it. Otherwise, Guilt will be a debilitating factor in the child's development. In the next five years, the development of Industry is critical, whereby the child develops as a worker and producer. Not developing Industry will lead to Inferiority. Each of these stages builds on the other and depends on the previous stage's inculcation for the child to grow toward maturity.

If I may make a bold assertion, a parent involved in helping a fetus to grow and develop physically before birth can also be affecting a fetus' spiritual life by avoiding or lessening tension, anxiety, fear or anger, to which a fetus also reacts. Thus a child enters the world, having experienced a calm, protective and peaceful life in the womb. As the infant grows through childhood, Erikson's *Stages of Development* becomes a helpful tool in bringing a child through certain stages that will offer him or her

the foundation needed to grow not only toward maturity but also in spirituality. This equilibrium sets the tone for a child's relationship with his or her parents and others that they encounter with trust, independence, active involvement and as a producer — characteristics that help the child to be "fully human," the goal of spirituality. This sense of well-being will also grow in the child's trusting relationship with God.

Parents are invited to recognize their role as those who provide an opportunity for their children not only to grow in knowledge and understanding but also in their spiritual lives. In *The Spirituality of Children*, Ruth White states, "Children are often more aware of their own spirituality and that of others than we are as adults." In recognizing this, parents have an opportunity to explore their child's spiritual world. By respecting their child's journey through

Parents are invited to recognize their role as those who provide an opportunity for their children not only to grow in knowledge and understanding but also in their spiritual lives.

Awareness-sensing, Mystery-sensing and Value-sensing, parents will not only further enhance their growth to maturity but also their child's deepening spiritual pilgrimage. This attitude of engaging one's child at a level of respect for the child's perspective sets the stage for further sharing. One of the most important areas to be shared is that of a child's emotions. Parents who freely share how they feel with their children open the door for the child to allow feelings to be felt and talked out.

This, according to Dan Kindlon, Ph.D. and Michael Thompson, Ph.D. (*Raising Cain: Protecting the Emotional Life of Boys*), is vital in the healthy development of children, and I might add, essential to the spiritual life of a child. These authors, two of the country's leading child psychologists, call for development of emotional literacy vs. ignorance in the life of a child saying: "We build emotional literacy, first by being able to identify and name our emotions; second, by recognizing the emotional content of voice and facial expression, or body language; and third, by understanding the situations or reactions that produce emotional states." (Mary Pipher and Ruth Ross' *Reviving Ophelia: Saving the Selves of Adolescent Girls* is an excellent book in offering new models for raising girls.)

In conclusion, I hope that this article offers the resources and encouragement needed by parents. Parents are vital agents in developing their children in the spiritual life. It's not a question of whether children have a spiritual life, but rather how it is engendered by the parents sharing their own spiritual journey with their children and then listening and encouraging their children to express their spiritual experience freely.



*Renae Carr
with son Storm*

The Special Child God Sent Me

By Renae Carr SNR'07

As Told to Judith Balfe SNR'89, GS'91 & '97

I have been blessed in so many ways, but the greatest gift I have ever received is the gift of motherhood. I'm part of a blended family, me and my son, my husband and his daughter, and two sons born of our own marriage. I have been blessed with a husband who is incredible in every way, and I know that it was God who put us together. I know that it is our strong family values and our unshakable faith that has kept us together and helped us to face life's challenges in a positive and joyful manner.

WE fell in love with our baby, and there was never any doubt that we would do everything in our power to raise him and give him every advantage that we could.

When we met, my husband, Willie Carr, was a struggling minister. He was also working on completing his master's degree in nuclear medicine. We felt an instant bonding, and things were falling into place so seamlessly that it seemed fate was truly smiling on us.

When we married 15 years ago, Cori was 17 and Melanie was 13. My father had passed away several years before and my mother's health was failing, so she gave us the family home in Far Rockaway, where I had lived since I was ten. Willie finished his degree and started working for Peninsula Hospital and soon after began as Pastor at the First Jerusalem Baptist Church of Brooklyn. Ours is a small community church with a membership of about 20 families.

I had a job that I loved, and when we had our son, Natural, two years later, I took maternity leave. We all adjusted and life was good. We felt even more blessed when we found out that we were having another baby in 1997. I was 36 and anticipated no complications, as I felt well and thought this birth would be no different than any other.

When Storm was born, he was diagnosed with Down's syndrome. We were surprised, as we had no warning. I had opted out of amniocentesis because it's offered far too late in the pregnancy. So here we were, with this huge challenge ahead of us, but we serve a God who never fails. We fell in love with our baby, and there was never any doubt that we would do everything in our power to raise him and to give him every advantage that we could.

I had to start my parenting skills anew. Natural was a gifted child, extremely bright and curious, and from day one he was always ahead of his age group. Now we had Storm, just as beautiful, very much loved, but different in almost every way from his older brother.

I went home from the hospital with all the information I could carry. I had many resources – names of people, agencies, all of the pamphlets and literature St. John's Episcopal Hospital had to give me. As soon as he was diagnosed, I became his advocate. Before Storm was a month old, he was receiving speech, occupational and physical therapies.

The physical challenges were minimal and while 80 percent of Down's syndrome children have heart problems, Storm does not. He also has no problem with hearing or eyesight, other problems

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that so many parents of Down's children have to deal with.

My mother was at home with us, so she provided informal support, while we hired a caretaker to see after our child. Then, just five months after his birth, I returned to work. When Storm turned two, I enrolled him in a program through the Hebrew Association for Special Children (HASC), in Woodmere, NY. HASC started a transformation in our son's life for which we will forever be grateful.

Later, Storm was mainstreamed into P.S. 43 in Far Rockaway. This school has been extremely effective in educating and caring for children with special needs. With full-time therapists on staff and the provisions for an adaptive gymnasium, the staff at P.S. 43 has nurtured, guided and educated our son all the way up to fifth grade.

Today, Storm is doing exceptionally well. Of course, there are delays and challenges, but he communicates clearly, takes his own baths and can make his own cereal. He can't tie his own shoes yet, but this year, we hope to conquer that, too!

Like most Down's children, Storm is also diagnosed with mental retardation. His involvement is mild to moderate and, at ten years old, he functions somewhere in the five-to-seven-year-old range. With training and support, eventually, he will be employable. This is one of our major long-term goals for Storm.

Among the keys to helping a child with disabilities is acknowledging that there is a problem and then dealing with it. When Storm was born, someone told us early on to expect a "period of mourning" – a time to "mourn" for the child we

AMONG the keys to helping a child with disabilities is acknowledging that there is a problem and then dealing with it.

did not have so that we could move toward loving the child we did have. It's ten years later and the "mourning period" has yet to arrive! When we discovered his challenges we immediately sought appropriate resources and information. Then we took advantage of most of them, and now we are reaping the benefits of our actions.

My older brother, Tony, has shared our home for many years now. He and Storm are like two peas in a pod. The relationship between them is really something to see. They eat the same foods, watch the same television shows, laugh at the same silly pranks and love each other unconditionally. It was Tony who introduced Storm to WWE and Wrestlemania, and his life has



never been the same!

Storm is much like other children his age. He and his brother, Natural, argue, and he loves wrestling, his drum set, swimming and French fries. Natural has always shown great patience toward him, never demonstrated jealousy or frustration over the attention that Storm receives and has been a constant source of love and support for his little brother. Our two oldest children, Cori and Melanie, also spend quality time with their little brothers and are terrific role models.

The Association for the Help of Retarded Children has a great sleep away camp called Camp Anne that Storm attends for one week each summer. The rest of the summer he attends the Cross Island YMCA. He is an avid wrestling fan, with some of his favorites being The Great Khali, Rob Van Dam, Triple X and Edge. He also plays basketball and is very, very musical.

Our family has often had candid discussions about who would take care of Storm if anything happened to us and right away we recognized that we needed to set goals to make our son as independent and self-sufficient as he could possibly be. We don't do anything for Storm that he can do for himself.

We couldn't have done any of this without having a great support system. Aside from family and friends, the members of our church have always embraced our sons like their own. This nurturing and supportive network of church, family and friends has also made it possible for me to attend college. I graduated from the CNR School of New Resources in 2007 and am presently pursuing my master's degree at Brooklyn College.

I also have a successful career at St. John's Hospital (where Storm was born), where I am the Director of Volunteer Services. In my role, I recruit, train and supervise the entire

Selecting the Right Educational Environment for Your Special Needs Child

The Individuals with Disabilities Education Act (IDEA) is a special education law that protects children with disabilities and enables them to receive a free public education. The U.S. Department of Education developed and implemented individualized education programs (IEP) that address the unique needs of each child with a disability and assist schools and parents.

Yet, explains Dr. Laurie DuBos, Assistant Professor of Early Childhood Education in the CNR Graduate School, "Education is more than just reading, writing and arithmetic. It should teach all children, including

special needs children, tolerance toward others, caring for others and lessons on how to be part of a bigger community." So, aside from the academic programs offered at the school, she notes that the social and emotional needs of a child should also be met. "The teachers should nurture to help children reach their full potential."

Once a child has been given clearance for special needs help from a designated agency, parents should make appointments to visit schools recommended by the evaluators. According to DuBos, parents should bring the evaluation to make sure the exact needs are addressed, and consider the following:

- Does the classroom space work for their child's needs?
- How is the interaction between the students and the teachers?
- What is the school philosophy on special needs?
- How inclusive is the school with regard to the interaction between their child and other children of his or her age?
- How close will the school be to home? Having playmates close by can help a special needs child considerably.
- Does the school provide additional services?

—Andrea Fagon

Volunteer Department, in addition to supporting all fundraising and event planning for the Hospital. I was directly involved in raising almost \$500,000 last year for my institution.

We travel regularly as it is important to us that our children experience diversity and learn to embrace the differences among us. We recently returned from a trip to Bermuda that Natural and Storm enjoyed very much. They've also vacationed in Las Vegas, Canada, Mexico, Massachusetts, Alabama, Orlando and my personal favorite, the beautiful Pocono Mountains.

Willie and I have been diligent about taking care of their needs. We've had to advocate for both our boys, because one is especially gifted, and the other has special needs. But we've been rewarded by having happy, loving, well-adjusted children.

Melanie is now 28 and is a student at the School of New Resources. In order to further her professional career, she decided to return to school. She is engaged to be married and the mother of our beautiful granddaughter, Deja. Cori, at 32, has a bachelor's degree in communications from Worcester College in Massachusetts. He recently completed shooting and editing a horror film entitled *The Locals* (www.thelocalsmovie.com) and has given us two beautiful grandchildren, Nasir and Asia.

Yes, yes, I am truly blessed. When I see my husband helping Storm with a task, when I watch Natural playing with him,

kind, considerate and brotherly, when I see the simple happiness in Storm's eyes each time he accomplishes something new, the joy sometimes overwhelms me. So while some might ask God, what did I do that caused you to send this special child to me? I often stop to ponder why God sent a person like me to such a special, special child.



Working Hard for Togetherness

By Tanya Thomas
SNR'03 & GS'06

As the mother of three children who are either in or reasonably close to adulthood, I am grateful and prayerfully optimistic that because of our investment, the odds for success are in our children's favor. Ray, my best friend, who also happens to be my husband, and I have been diligent in our quest to raise spiritual, intelligent and self-sufficient human beings. However, it would be dishonorable and a tad bit selfish to take all of the credit for how our children have turned out thus far. We have not and could not have done it alone. We enlisted the help of our proverbial village – family, friends and neighbors. Added to the eclectic mix is the guidance of our illustrious pastor/cousin along with the divine protection of the almighty God. Ours is a family solidly rooted in traditional Christian family values.

There is a difference of exactly nine years between our firstborn, Kenya, and her brother Brian, and two years and ten months between Brian and the baby of the family, Marcus. Marcus, an 18-year-old high school senior, is a witty, relaxed, deep thinker. Conversations with him are often as funny as they are thought provoking. I still recall the day when he was about five or six years old. He walked into the room holding his stomach and earnestly announced that he had “thrown up in his stomach.” An adult would have called it indigestion. As we watch him grow into his own, we know that we cannot rest on our laurels just yet. Still if you listen carefully you might hear me breathe a tiny sigh of



Tanya Thomas with husband Ray and children Kenya, Brian and Marcus

ON my best day, parenting was organized chaos with everyone playing an active role in the success or failure of the day.

relief, knowing that he is embodying the positive family values that are so important to us all.

As a working mother, the challenges become more daunting and life moves quickly. On my best day, parenting was organized chaos with everyone playing an active role in the success or failure of the day. One glitch – a sick child, one or both parents having to work late, an unexpected trip to the library or a last-minute request for trip money could cause an unexpected shifting of gears. I believe those experiences taught me to be prepared for anything. Hence the network of babysitters, chauffeurs, short-order cooks, nurses and emergency funds in the kitchen cupboard.

I vividly remember the days of getting

up extra early to get three children bathed, dressed, fed and off in their respective directions before my own dash to catch the train to my full-time job in an office in Manhattan. I arrived at the train station each morning feeling like I had already done a full day's work. My husband and I were a tag team. His work day began at 6:00 am, and because he missed all of the morning fun, he had the pleasure of reassembling our brood in the evening. He prepared dinner, which was sometimes delayed by play dates, football or cheerleader practice or trips to the library. By the time I came in, it was time to sit down and help with homework, after that bath time and then bedtime. If we had

any energy left, we would try to squeeze in time for each other. Although we were quite busy and sometimes extremely tired, we enjoyed an active participation in our children's physical, emotional and spiritual development. Along the way we were able to trade in getting up extra early for staying up extra late – usually to wait for teens to come in from friends' houses, movies, parties, etc. We looked at all of these events as integral parts of their growth process and ours; we did and continue to do our level best.

Kenya now lives on her own. Always known as the princess of the family, she has always been the sensitive one who stole hearts and had the world eating out of the palm of her hand. Focused and driven, she holds a Master's degree in Education from CNR and works as an elementary school educator in the public school system. She is engaged and will marry early next year. I believe she is exactly the person God designed her to be. Our relationship has blossomed into an incredible mother-daughter friendship rooted in love, trust and respect. The most special part of our relationship is our talks that range from the simplistic (shoes) to the very intimate (relationships). I trust that I have given her the tools to deal with all that life brings her way, but I am also there for her if she wants or needs my assistance.



Brian is trying to find his way. He has always been the most rambunctious of our children. As a child he would slide down the stairs because it was faster and “more funner” than walking. As a year-old toddler, he had already learned to throw one of his fat little legs over the top bar of his crib, pull himself up and climb out if we took too long to come get him. And my personal favorite was his habit of throwing dishes into the sink from across the room because it was a sport to him. *We now eat off plastic dishes and will until he moves out.* Some years ago his grandmother tagged him with the apropos moniker “China Shop Bull.” Brian is a smart young man who has yet to realize his full potential. After two semesters in college, he came to the revelation that it was not his thing. He likes to work with his hands and is now working toward a plan to follow in his father's footsteps and become a carpenter. Not my first choice for him, but I know the importance of laying the foundation, stepping back and allowing him to construct his own life.

A few months ago, Brian was the victim of a vicious assault by several men. He was hospitalized for a week and underwent surgery to repair his injuries. He came home in tremendous pain, with his mouth wired shut, having to ingest food through a straw. He lost more than 20 pounds in three weeks. Violence has never been a part of our lives, so this incident nearly devastated our family. God's promise for His children in John 16:33 is “In me you may have peace. In the world you will have tribulation. But take heart; I have overcome the world.” This tribulation impelled our village to rally around us and in the interim brought our family much closer to God and to



each other. I have yet to understand why this happened to our son, but I do believe that there is a reason. Trust me when I say that it takes an incredible amount of faith to praise God when your child is suffering and your heart is aching. However in that praise we found power and we found healing. Many attribute Brian's quick recovery to his youth. In my household, we know better.

Like most families, we have our share of disharmony. The difference is that we work extremely hard to keep the family unit intact even as we work out our differences. In a country where more than two thirds of African-American families are headed by single women and the divorce rate is over 50 percent, God has been incredibly good to my family by allowing us to be the exception, not the rule. We still do family dinners, picnics and game nights. Togetherness is a big part of the Thomas family repertoire and it can be infectious. It is not unusual to walk into our home and find the adults, the teenagers and their friends sitting in the same room debating a current event, reminiscing about some event from the past or engaged in a rousing game of Taboo. Ray and I love the uniqueness of each of our children. They make us laugh, and yes, there have been some times when they have made us cry. Still, we are blessed and could not have hand-picked a better combination of children to inhabit our world.

Fran Choquette Broderick SAS'57 looks at a photo of her son Donald who was killed in a car accident when he was just 22.



Beyond the Grief: A Mother's Story

By Fran Choquette Broderick SAS'57

As Told to Irene Villaverde SNR'04 & GS'08

When the police came to our door in the pre-dawn hours of September 26, 1986, my first thought was, "They've finally caught up with Ray for all those parking tickets!" As we went downstairs, I kept saying, "I told you this would happen. They're down there to arrest you for all those tickets." Of course, that wasn't it.

They were there to tell us

that our son, Donald, had been killed in a car accident near our vacation home in Rhode Island, where he had been working that summer. He was 22 years old. We had spoken to him on the phone that night. He had told us he loved us and that he would be home the next day.

After the officers left, we sat alone together until about

6:30 in the morning, trying to figure out who we were going to call and in what order. Who would be up earliest? When would they be leaving home? I finally called my brother Paul. I can still hear him screaming through the telephone.

Donald was a very charismatic person, not so much for what he did, but how he

did it. That really made him the person that he was. In the short time he was with us, he made such an impact on so many lives. There were 1,500 people at Donald's wake. Friends from school, teammates and a whole contingent from Rhode Island came to pay their respects, some of them standing in line outside the funeral parlor for over two hours.

Many people came back to the house afterward and stayed late into the night laughing and remembering Donald. The place was just packed with Donald's friends. A little after midnight, Ray grabbed one of the guys and said that they should be getting home because the next day – the day of the funeral – would be a difficult one. Another of Donald's friends asked if they could do one thing before they left. Ray couldn't imagine what it was, but said, "Sure, as long as you don't burn the house down with all these people in it." They began to line up, one next to the other, from the front porch through the house and all the way out the back door. When they were all in place, the leader gave the signal, and they began to sing "God Bless America." We found out later it was a tradition among them, started by Donald.

Donald was such a character! I remember one Valentine's Day telling him that sending a single rose to a girl was every bit as special as sending a dozen. He came home from school that day and announced, "Mom, I

took your advice and sent just one single rose. But I sent one to twelve different girls!”

I think our daughter-in-law Sheila described him perfectly when she said, “Don was the Pied Piper. He came and taught us how to love and care for each other, and then he left.”

Looking back, the greatest tragedy, of course, was the death of a young person. But even then, in the midst of our grief, we knew that, above all else, we wanted to *celebrate* Donald's life. We needed to show everyone else who was grieving his loss, especially his two brothers, Ed and Russ, that there was comfort in faith, in believing that we would be together again in the hereafter. We needed to find a way to make Donald's short time on earth mean something, just as he had meant so much to so many.

I think when something like that happens it can be especially tragic for young people, because they lose confidence in God. To Donald's friends, we had to say, “Look, wasn't it great we had him for these twenty-two years? Wouldn't it have been sad if we didn't? Sure we wish we could have kept him. But the time we had was so great.”

Over the years, people have asked how we survived such a devastating loss, how we found the strength to go on after losing our child. Of course, it was hard – it still is. You're always thinking about it and remembering. Sometimes it's a happy memory; sometimes sad. There are

times I'll say, “Why did this happen and why to us?” My husband, Ray, was doing a lot of automobile traveling during the period after Donald died. He remembers one time specifically – but it happened many times – driving from Kentucky to Pennsylvania through West Virginia, coming up over a rise to an absolutely breathtaking vista and just weeping

said, “This may sound like a bit of an unorthodox homily today, but I searched my heart and this is what I wanted to say: The Broderick family has the faith of years. I need not preach to them.... In fact they preached to us these last few days. Their strength and courage, their belief in God and a life hereafter with God, have been a superb homily for us. Donald

WE needed to find a way to make Donald's short time on earth mean something, just as he had meant so much to so many.

at the thought that Donald would never have a chance to see it.

In the end, it was our faith, above all else, that brought us through the worst tragedy any parent can imagine. The “Three Fs” – Faith, Family and Friends – that's what kept us going.

At the funeral, Donald's Stepinac High School Principal, Fr. Donald Malone,

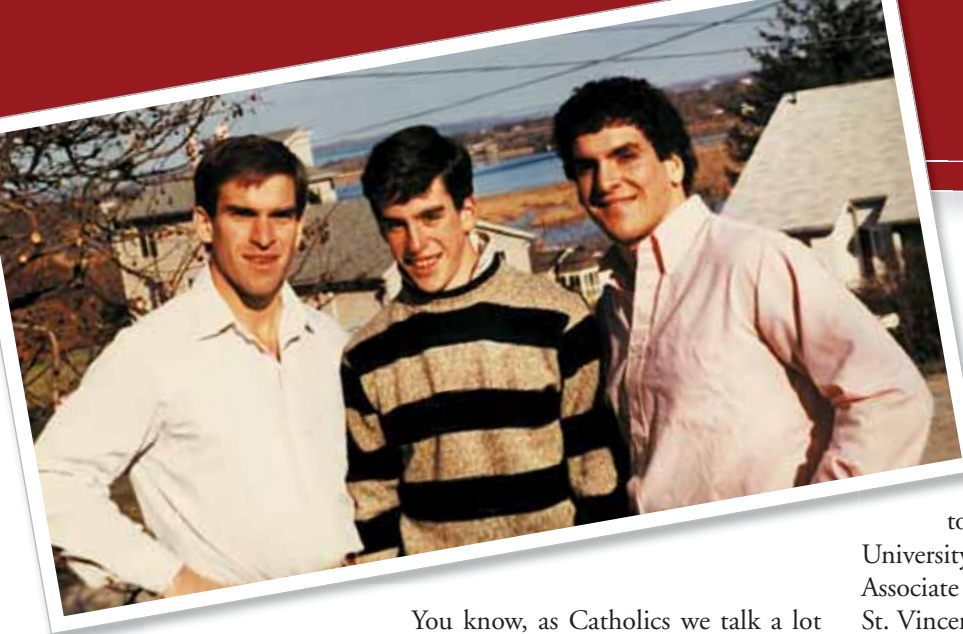
was from good stock; God knows that and he will bless us with greater strength to go on.”

Ray and I truly believe that Donald had the Lord give us strength so we are able to help other people. Just a short time after we buried Donald, we had an opportunity to reach out to another Stepinac family who had also lost their son in a car acci-

dent. He was a freshman in college and a friend of our son Russ, so Ray and I had his parents come to our home during breaks in the wake schedule. Also during that period, Ray had a call from his brother, a deputy chief in the Hartsdale Fire Department, asking if we would come and talk to the chief's sister-in-law who had just lost her son in a motorcycle accident. So exactly one week after Donald's death, Ray was in the same funeral parlor comforting this woman and her family.

We tend to look at people who have lost a loved one – especially a child – and worry that it's too soon to approach them, but Ray and I don't worry about that now. If something has happened or if somebody has lost someone, we're right there. Because we know they need someone. It's just one of those things that you learn from this terrible experience.





You know, as Catholics we talk a lot about the fact that we are only living here on earth for a brief time and our belief is in life after death. Well in times of great tragedy, in times of overwhelming grief, you've got to prove that you believe. You can't collapse and say, "That's for someone else to believe now – not me." You either have to grow through the experience or you're going to die.

Sometimes I think that Donald was up there nudging us along, helping us to find our way. For example, after he died, I knew that I really needed to take a break, so I took the opportunity to visit my niece in Japan. While there, I became very interested in Japanese culture and Noh theatre. Consequently, I began writing articles and giving talks on the subject. I also had the opportunity to take two sabbaticals; one in Japan and one at Brown University. This intercultural work was a great asset for me as Associate Professor of Communication at the College of Mount St. Vincent.

Ray has done a lot with various funds, especially with the Donald R. Broderick Memorial Scholarship Fund at Manhattan College. Our family had decided that in lieu of flowers we would ask our family and friends to contribute to the establishment of a scholarship in Donald's name at Manhattan College. What began in the spring of 1987 with a

When a Child Dies By Lenore Boytim Carpinelli SAS'89

When a child dies, parents grieve forever. And though that grief changes over time – sometimes it's more intense, sometimes less intense, sometimes surprisingly horrific even years later – it's not a steady state of recovering.

According to Dr. Joan Arnold, Professor of Nursing at CNR, who has provided bereavement support and education on grief and loss on the death of a child for more than 30 years*, that's because "your child is part of you. So when your child dies, you are losing both this separate individual that you love and cherish as well as part of yourself that can never be retrieved again. In that sense, there's no way to ever recover from the death of a child."

Therefore, the words recovery and closure are really not helpful. "Grief for a child is an ongoing process of living with loss, living without your child, living in this world and trying to continue on as a bereft parent. And you can talk to parents at any age, and they may be in their

eighties, and they will recall for you with vividness and freshness their pain and their loss for their child that may have occurred sixty years ago."

No Matter the Age

Every child's death is unique and needs to be dealt with in relationship to the cause and the circumstance of that death – whether a child is killed suddenly, commits suicide, dies from a chronic or terminal illness like cancer or dies in infancy suddenly and unexpectedly.

"One is not harder and one easier. Sudden death is shocking and the absolute finality is so devastating – to think that in one instant your child is dead and then the instant before, you could see him or touch him," says Arnold. "Long suffering is also extraordinarily painful, to see your child have pain or being debilitated by a disease. And suicide has its own uniquenesses in terms of wondering how or why this occurred and what you could have done to prevent it."

According to Arnold, the commonality to grief for all bereft parents is that they have to learn how to live with this loss for the rest of their lives while deciding how to honor and remember their child, make meaning of their life and legacy and include them in who they are and in their family.

The Stages of Grief

In the case of the death of a child, the traditional stages of grief really don't apply says Arnold.

"Here, grief becomes an integrative process in which you take in the loss. It transforms you and you become a different person, not just a mother or a father but a bereft parent. Stages imply that when you complete them, you return to the way you were before. But when you lose your child, you never return to who you were before."

As a result, grieving parents are often misunderstood by others. "They are looked at like something is wrong with them if they are talking to you about their child and their pain appears raw

IN the end it was our faith, above all else, that brought us through the worst tragedy any parent can imagine.

given to four students each year. Donald's friends were instrumental, but Ray truly spearheaded the effort and continues to do so much for it. He's fabulous that way, and I think that's

dinner dance organized by Donald's fraternity brothers has grown into the Broderick dinner and golf outing held annually. One of Donald's proudest moments was graduating as a "Jasper," so he would have been proud to have Manhattan students benefit from the Fund. The endowed funds are over \$500,000 and in addition the fund has given scholarship support of approximately \$200,000; scholarships are

been great for him as well, because he gets to keep working with Donald's friends and the young people coming up for consideration each year. They become part of our lives. And all those weddings! We've been to a lot of good weddings we probably would not have gone to otherwise. Our immediate family may have diminished in number with Donald's death, but the extended family we gained is tremendous.

In the Book of the Prophet Daniel, we are told that "A good man shall shine like a star forever." And this is what we feel the scholarship has done – made Donald still alive for us in a very positive way. As parents, it was a way for us to turn a negative into something very positive.

We don't dwell on loss, but on life. Yes, our son died; but to us, Donald's not lost at all; he is a very real, almost tangible, presence in all of our lives. Our six grandchildren all talk about him as "their uncle in heaven." He is present in the love we have for each other, the obligation we feel to help others and in our unwavering belief in God. It's the legacy Donald left us.

and it's been twenty years. People ask why haven't you come to closure or why don't you get back to work. Or why don't you behave differently. But at any moment, if you scratch the surface, you could surface their pain. Bereaved parents can also function beautifully in the world and help other people and do incredible work. But they still carry their loss with them. Their child is always part of who they are."

And this, says Arnold, is perfectly natural, because the nature of the parent-child relationship is of oneness and the connectedness you have to your child differs from any other relationship, including the relationship of a child to a parent where the expectation is the parent will die first.

"With a child, whether through birth or adoption, your responsibility is to nurture and care for this child, so ultimately you feel that you've failed when your child has died, whether they lived at the other end of the earth or are right in your arms.

"All of your hopes and dreams are

invested in your child. You celebrate their growth, development and uniqueness as well as who they are and who they're becoming."

Ways to Cope

Though as Arnold says you can never really overcome the loss of a child, there are ways to cope.

"You shouldn't hide your loss or bury your feelings but instead seek recognition and validation for who you are as a bereaved parent and for the relationship you have had and have with your child." She suggests memorializing your child through actions – planting a tree, donating your time, writing a story and/or keeping a journal.

It's also important to help other people to understand that it's alright for bereaved parents to cry and it's okay for them to mention your child's name, to talk about her, to remember a funny story or a special moment.

"Others can hurt you more if they pretend that your child didn't exist, by denying. If your child is denied by others, then

they're denying you, who you are. You're still the parent of this child."

The bereaved parent should also set the tone for how much or how little is communicated and should keep their child in their life in whatever way they choose – whether it is by keeping pictures on the wall, making a memory book, going to the gravesite as they wish, volunteering in their child's name, being a peer contact.

"There are many, many things that one can do that help you feel that you're fostering the connection between yourself and your child, remembering, memorializing and honoring your child," says Arnold. "And do it whenever you want to. Some parents have lost babies and were never given the opportunity to have a service or name their child. Many, many years later, they'll do that because they never did. It's never too late."

**Joan Arnold is the co-author of A Child Dies: A Portrait of Family Grief.*

BY GARY ROCKFIELD

IN LOCO PARENTIS



> APRIL DINWOODIE

School of Arts & Sciences

When April Dinwoodie finally tracked down her biological mother, there was no happily-ever-after.

"I was able to speak with her on the phone. But aside from, 'I'm glad you're OK,' she had little to say."

Given up at birth, then lovingly raised by an adoptive Rhode Island family, April six years ago began piecing together clues to her uncertain past.

"My original mother had been raped," she eventually learned, "and did not want to face the results of this attack. She already had three children and wanted to go back to her own life."

Finding her birth mother, only to get the cold shoulder, "was painful and confusing at the time. But now I can face that she and my siblings simply wouldn't have anything to do with me."

To deal with her pain, the Manhattan resident began seeking out adoptee support groups. "I came to realize that I wasn't crazy, that others shared many of the same feelings and challenges." And she came to realize that she could be of help to others – especially young people – in shouldering this burden.

At one adoption conference, a couple sought April's advice, as a mixed-race child herself raised in a white household. "They had adopted a brown child, and they asked me, 'Could you speak to our daughter? She's having problems and needs some role models.'"

"A light bulb went off above my head – I had always been active in mentoring programs, so why not set up something for adoptees?"

"That's My Dad!"

A successful marketing executive, April knew how to translate this vision into action.

Gathering some fellow adoptees with a range of counseling and leadership skills, she took the "Adoptment" program idea to Mentoring USA. That organization hooked her up with the Harlem-Dowling foster care agency, which serves a variety of New York-area residential facilities and group homes.

In Adoptment, April explains, "We don't just talk about being adopted. We might help with homework, go to the movies, whatever. But it all provides the chance to bring these kids in contact with adult adoptees, so they can share their thoughts and feelings and see that it is perfectly natural to feel that way."

"We work with children who are at various points along the track to adoption. They might be acting out, or have clinical issues." Some, says April, actually fear being adopted – "they've been let down by adults so many times before that they would rather just remain in foster care."

Adoptment mentors are not counseling experts, "we're just adults who show up every week and show that we care. When an older person takes an interest in you it's a good feeling –

NOT EVEN THE MOST WELL-MEANING MOM OR DEVOTED DAD CAN DO IT ALL. TODAY MORE THAN EVER, YOUNG PEOPLE ALSO NEED SUPPORT AND ENCOURAGEMENT OUTSIDE THE HOME – FROM TEACHERS AND MENTORS, FROM VOLUNTEERS AND PROFESSIONALS. MEET FOUR GRADUATES WHO WERE EAGER TO TAKE ON THE CHALLENGE, READY TO STEP UP AS ROLE MODELS, WILLING TO SAY, “YOU ARE ALL MY CHILDREN.”

someone on the other side of the fence who is listening and saying ‘I get it.’

“I was talking with one fifteen-year-old girl who described how she’ll just be walking down the street, see someone and think, ‘That could be my father.’ I was able to share with her how I’ve felt the same thing. When I was young, people would remark how much I looked like Harry Belafonte’s daughter Shari. So I started telling myself, ‘That’s my dad!’ whenever I saw him singing on TV.”

April’s adoptive family “explained things very organically to me as time went by, but I definitely had questions growing up. Your imagination runs wild. You feel like you’re living in a made-up world. What happened and where did you come from? There were thoughts I didn’t express because I felt no one would understand.”

Emotional Baggage

As April bluntly puts it, “My mother left the hospital, and I didn’t.” Placed in foster care, she was permanently adopted at eight months by a Westerly, RI, farm couple who had two sons and a daughter and wanted another girl. “I feel very blessed,” she says. “I know this could have all worked out very differently for me.”

Life on the farm was indeed a blessing for young April – although “being brown, being adopted, I often was taunted at school. Kids would say things like, ‘At least my parents wanted me.’ Fortunately, because I was different, I developed a tough exterior.”

Despite that toughness, leaving home for college (as a communications arts major at CNR) was not easy for April. “Studies show adoptees can have serious issues with going away, saying goodbye, moving on.” And that’s not the only emotional fallout the adopted may face.

“The core issue is trust,” April believes, “knowing the person who was supposed to take care of you didn’t. So you begin to think ‘There must be something wrong with me.’

“The feeling of abandonment, the feeling you’re not good

“A light bulb went off above my head – I had always been active in mentoring programs, so why not set up something for adoptees?”

enough, it all translates into behaviors that can keep you from maintaining any stable relationships. I’ve even noticed that adoptees often have trouble finishing anything – jobs, books, whatever.”

And, she adds, there’s always that nagging sense of being different. “Most people simply take for granted that there’s a parent or a sibling who looks like you.”

Mentoring such as Adoptment fills an important need, because all these feelings can be difficult to discuss with an adoptive or foster parent. In fact, April warns, divided loyalties between birth and adoptive families can be another touchy issue.

“One of our mentors invited both her families to her wedding and was very nervous about it. We try to show that it’s OK to love two sets of parents.”

Changing the System

Overseer and ‘Mama Mentor’ for Adoptment, April is also co-founder of a non-profit group called CTWOCAT - Changing the World One Child at a Time (www.ctwocat.org). “It came together around Adoptment when I met several very accomplished adoption/foster care professionals who were as passionate as I was about finding ways to innovate in child welfare.”

With more than 500,000 children in various U.S. foster-care settings, “we try to offer a layer of support and advocacy. There are a lot of problems in the system – social workers are overworked and their hands are often tied.”

April says Adoptment mentors “can make calls, go to the schools, attend court hearings, help support the foster family. On a larger level we’re trying to work with lawmakers, speak at conferences, provide a voice – there are very few people who are speaking up for the children in foster care.”

Hoping to “re-energize the world of child welfare,” one CTWOCAT focus is re-energizing the individual social worker, and April says the group has provided extra training and encouragement for more than 5,000 of them. “We can motivate kids all day, but the social worker holds the key.

“They’re often banging their heads against the wall and that can develop a negative attitude. One reason some teens don’t get adopted is because the social worker just doesn’t believe they can. We encourage them to revisit the case file and look at things differently. People’s lives change – we had one case, for example, where an uncle was just back from Iraq and ready to adopt.”

Even as more than 100,000 American foster children

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> GEORGE WALTERS

School of New Resources &
Graduate School

When youngsters arrive at Woodfield Secure Detention Center, George Walters might have just a few weeks to start undoing 10 or 15 troubled years.

That's why, "from day one, my goal is that they shouldn't waste time. Whether they're with us for one day or one year, they have to learn *something*."

"With the children who stay longer, we see greater results – even if it's just learning how to make a bed, use a map, eat with proper table manners. When they leave us, they are doing those things."

As program director at the Valhalla center since 2000, George says, "I'm the warden, but we don't use that word." Similarly, he says, the youngsters at Woodfield are "residents," not inmates.

"We don't run it like a jail; our mission is to take care of the children. The idea is not to lock someone up and throw away the key."

Usually awaiting trial or other legal disposition, a resident's average stay at the 24-bed facility will be about six weeks – less for juvenile delinquents with family-court issues, more for those classified as juvenile offenders, often facing serious charges.

"The process includes counseling right from the start," George says. "The first thing we emphasize is that they are safe here. Many are timid, they're upset, they're crying, so we try to let them know that Woodfield is a structured place but a caring place. We try to soften the blow, let them know we are watching out for them."

"A Very Great Reward"

Born in Jamaica, George moved to England as a teen in 1964 and then to Mount Vernon in 1983, bringing a background in electronics, telecommunications and production planning. He even worked with Britain's Ministry of Defence to keep its Nimrod fighter planes up and running.

But in 1996 he saw a per-diem counseling job advertised at Woodfield, "and



it gradually just grew on me. I found it was something I really liked to do. By helping the children, I found a very great reward."

Within a few months George was offered a full-time post, became assistant program director and soon was in charge of the only secure youth detention center of its kind in the Westchester area.

"Many of the kids who have come to us were pretty tough. They didn't seem to have any future – but they listened to us, got their lives together, even have gone on to college."

Woodfield's staff includes not just security but teachers, a school coordinator, counselors and a rec specialist. Residents – mostly pre-teen males – can blow off steam in the gym, and after dinner enjoy a movie or the rec room. But the major daily focus is on education, in the on-campus classroom.

"Some of the boys are so deficient that we have to start at the beginning." And so, George says, even as assistant director he began pushing for more edu-

cation activities – especially programs to encourage learning through the arts.

"Children who don't do well with math or English, we find they often can learn through the arts. The ones who cannot read can still recite entire rap lyrics word for word – so I tell them, 'See, you *are* capable of learning.' In math they learned the times tables by rapping them."

"We try to get in the kids' heads to find out where they are and how we can reach them. It's still a strict facility, don't get me wrong. But we try to use counseling techniques instead of restraints."

There's Still Life

Safety and security is always the program director's first concern, "but the way the staff is trained, we don't have too many fights." Fighting is also a quick way for residents to lose the good-behavior credits earned toward privileges such as extra phone calls.

Each child has his own room, and no two can be together without adult supervision. No one adult can be alone

with a resident. And to further negate any threat of violence or sexual abuse, George says the facility innovated a “no-touch” policy. Residents don’t touch each other, nor do staffers touch a child, beyond an occasional high-five.

“We found that a lot of the children who came to us had been abused and reacted negatively when touched at all. The policy has worked out very well and it actually means we can use less restraints overall. Many other facilities are picking up on the idea.”

Originally a refuge for abused and neglected children, Woodfield is run for the county by Leake and Watts, a private company with long experience in child-care facilities.

George dreams someday of being able to run it not as a detention facility but as an education center. “I’d like to tell judges, ‘Instead of sending your convicts upstate, send them back to me – and they can’t leave until they get their high school degree.’”

Woodfield, he’s proud to say, is now a certified GED testing center. “Even kids who leave us and can’t get back into school, they can come to me and we will tutor them until they get that diploma.

“I believe if you can educate people they will make better choices, and that will be better for the community.” He is also a longtime leader in the All Islands Association, a Caribbean-American group that provides mentoring and scholarships to encourage education.

On Fridays, George teaches a juvenile law class, so Woodfield’s young residents understand their rights and the charges they face. He will often sit in on other classes, or put on his sweats and join in at the gym. “The children see my involvement and feel more comfortable – I’m not just the big boss.

“When they come to us, a lot of the kids are wounded psychologically, sexually abused, some type of trauma. So the idea is getting them to think positive – it’s not over, there’s still life, they still have a chance, with proper education. They just need a little structure.”

A Tap on the Shoulder

While living in Britain, George was on a business trip to Canada when two sib-

lings already in the States convinced him to move here. He landed work for firms ranging from an electronics company in Tuckahoe to Steinway Piano on Long Island.

With a growing young family to support back in England, George also took part-time night work on the campus security patrol at CNR. Deciding to pursue his communications degrees there as well, he was soon juggling two jobs plus school. And then one day at Steinway, “We were taken out to lunch and told we were laid off.”

Turning to a teaching job at a Catholic school in White Plains, George discovered he had a knack for working with children. (The Cortlandt Manor resident and his second wife, Victoria, have nine of their own, all grown, from previous marriages.) He soon found himself drawn to the challenge at Woodfield.

“You always have to remember you’re doing it all for the children, not for yourself.” Still, he says, the job does provide some emotional reward, as when a parent calls with thanks. “One woman asked me, ‘What did you do to my child – he’s cleaning up his room!’”

And then there’s the tap on the shoulder George felt one day at the Jefferson Valley Mall. “I looked around to see a tall young man. ‘Mr. Walters,’ he said, ‘you don’t remember me? Woodfield!’

“I recalled him then, and he told me how he graduated high school and now had a job. He even took me down to show me the car he had bought. Things like that really get to me.”

But one frustration that often gets to George “is when I know a child is just going back to the environment he left. So we have also developed an after-care program, with the Wildcat Academy in the Bronx – counseling, GED support, anything that will help them stay out of trouble.

“We hope they will go back to their community and apply all that. If they can get a job, they probably will do the right thing. Others might feel that crime is all they want, but we still have to work with them. These are our children, and we have to do something to get them back on track to a productive life.” ■

APRIL DINWOODIE

(Continued from page 25)

currently wait and hope for adoption, April laments “the misperception that it is really difficult to adopt right here in the U.S. There are a lot of children here, just not the ones that many people want.”

Facing the Past

As VP-Director of Online Integration at Ruder Finn Interactive, part of PR giant Ruder Finn Inc., April happily admits that “I don’t know the first thing about the technology. But I do know how people operate when they hop online and want to find something.”

Along with her Internet marketing work for corporate giants such as Novartis, she’s proud of cause-related initiatives such as Love Is Respect, a campaign to prevent teen dating-abuse.

But despite a happy upbringing and fulfilling career, April increasingly ached to learn about her past, and around age 30 began hunting down the truth. “Some people don’t search because they’re not emotionally ready, but I think every adopted person does have at least a shred of wanting to know.”

State by state, she contends, various laws often doom this search to frustration. “A lot was done to protect the privacy of birth mothers, who were assured that their secret would be locked away forever.” Some states, she says, have opened up their files, “but in some cases the result has been a disaster.”

Instead, April suggests, “If we could offer birth mothers the right support and therapy, they might be more open to building ties with the children they gave up, and healing the wounds of giving up that child.

“Even though what she said to me was so terrible for me to bear, I would still embrace my birth mother if she called. For all the pain that came with it, I also learned some beautiful things about her.”

And for better or worse, April insists, “Knowing is better than not knowing.” ■



> CHRISTINE GRANDE

School of Arts & Sciences
& Graduate School

Take a moment and think back to fourth grade. Now picture your teacher rock-climbing, snowboarding or busting a few deft karate moves.

Not very likely, you'd probably say. But at King Street School in Port Chester, Christine Grande's fourth graders learn to expect the unexpected.

Each year, Christine explains, students do a couple of weeks of indoor rock-wall climbing. "I go down to the gym to help with that – and then, on the last day, the kids get to see *me* do the wall.

"The relationship I had with my elementary school teachers was just so different," the 30-year-old Port Chester native recalls. "I didn't know anything about them, while my students know all about my interests and the activities I like. When they learn I'm a second-degree black belt, they go, 'Wow!' They're just amazed and excited."

Teachers may have many different styles, "but that's just what works for me. I think you need to bring part of who you are to the classroom."

For Christine that includes a love of rollerblading, snowboarding and other outdoor fun the kids can relate to, plus a passion for world travel – including trips to Italy, Spain and Morocco, and a CNR semester in England.

Then there's her ten years of martial-arts training. "I'm only 5'2" and 100 pounds, but size means little to success in karate. It's more about the mind than the body."

A Natural Instinct

And from childhood, Christine's mind was set on teaching – though she's also a photography buff, “so my BA was in communications, and my first job was in video production. But all the time I was thinking, ‘What am I doing? Who am I really helping with this?’”

So after a year of work in a pre-school, she decided for good on a classroom career and returned to CNR for her Master's in Education. “It was just always meant to be.”

It must have been, because while she was sending out resumes far and wide, an opportunity opened up right near her home at King Street – first as a “class-size reduction aide” and then a maternity-leave fill-in. After a full year with a third-grade class, she's now teaching her fourth year of fourth grade.

With 24 little pairs of eyes watching her every move, “The first full day of school seemed like the longest day of my life,” Christine laughs. “College may prepare you, but then your natural instincts have to take over.”

Fortunately, writes King Street Principal Dolores Obuch, “There is nothing false about Christine Grande. Her students delight in her multiple dimensions... She sets an excellent example of how you can achieve anything you want if you try hard enough.”

Achieving a rapport with each new class can take a few months, Christine says. “That's why we do exercises like ‘We're All Unique,’ where each child tells something about how they're different from anyone else in class. Or we might write about things we're afraid of.”

For Christine that list is not very long – just dogs, and perhaps public speaking. “I would never get up in front of people to perform,” she admits. “But in the classroom it's like I'm a different person.”

And by year-end her students will be different people too – because fourth grade, she feels, is a crucial turning point.

“We expect much more maturity and organization, and the curriculum becomes much more serious. We're studying the history of our state and the foundation of our government. We're reading not just to read but to gain information.”

Fourth grade is also a key year for standardized testing, in math, science and English, “and that does cause a lot of stress for students and parents. I try to keep the focus not just on the score itself but on whether it is improving, whether the student is moving in the right direction.”

On the Same Page

To keep that movement on track, Christine says, “You need to be on the same page with parents about what you expect.” That's why e-mail has become a useful tool for staying in touch with busy families, just as the Web in general has become a rich source of professional tips and ideas on lesson plans.

“Most people don't realize all the preparation that goes into the job. You're always thinking about what you're going to put into your presentation and how you're going to keep the students interested.”

That means combining old-school work ethic with new-media savvy, and Christine makes full use of the internet,

Powerpoint and Smart Board (sort of a giant Powerpoint display tool), as well as photo presentations she creates from trips to historic sites, such as Concord, MA, or Colonial Williamsburg in Virginia. Her students also watched the controversial global-warming film, *An Inconvenient Truth*.

Other class projects are reassuringly traditional. While learning about Africa, Christine's children made gift baskets and held a raffle to help raise money for mosquito netting there. “They not only raised \$140, but the UN matched our donation.”

In a melting-pot community like Port Chester, Christine says, “We do have a large population of ESL students. We have a very good school and the parents do get involved, though some kids don't get their homework checked because the parents have language difficulties or are working two jobs.”

But rather than any cultural differences, “the biggest issue all kids seem to face now is bullying – on the bus, out at recess, even cyber-bullying. It could be the sports vs. the non-sports, the haves vs. the have-nots or whatever. I just don't remember it being as bad when I went to school.”

That's another reason why “We're All Unique” is such a useful exercise. “It's a way to look past our differences and to see that we are all special. We should accept each other for who we are, not tease each other for our differences.”

Extra Eyes and Ears

Today's teacher, Christine admits, “definitely has a lot of things to compete against for the children's attention. I'm trying to make them understand the importance of reading, but what's to stop them from going home and playing video games?”

Still, add it all up and elementary-school kids might spend more time in class than with their own work-stressed parents. More than ever, that makes the teacher a crucial influence, and a vital extra set of eyes and ears.

“You learn to spot if someone's having a bad day or if perhaps there's a more serious ongoing problem at home. Children will start acting out or shutting down, or you'll see a change in their schoolwork.”

If a student does keep “acting out,” Christine will set up a behavioral contract with a reward system. “I just find that rewards work better than consequences. The key is, I try to talk to them with respect so they respect me as well.

“I think you just have to love being around children. It's great to know that a teacher can have an impact on kids, that you're someone they might remember all their lives. I want to be that teacher.” ■

“I would never get up in front of people to perform. But in the classroom it's like I'm a different person.”

“I see young people who are just going astray, with no motivation, no parental guidance or belief in themselves. They need a little push or direction.”

A longtime headliner at Harlem’s famed Cotton Club, Ann Sinclair might sing jazz on Friday evenings or gospel at Sunday brunch. But her toughest audience comes after school on Mondays.

That’s when she serves as an assistant choral director at the Children’s Aid Society, introducing the joy of song to sometimes fidgety kindergarteners and first-graders. “They must not have had anything sweet this week, because they were very attentive,” Ann laughs. “Some weeks they’re falling asleep or it’s ‘I want my mommy!’ and that kind of thing.

“But every concert we’ve done, we’ve gotten rave reviews – I’m really proud of them. It’s just a thrill to help pull these talents out of young people, as others did for me.”

Born to a Georgia farm family that later moved to Ohio, Ann says her own vocal talents come from her mother’s side. “But it actually was my dad who bought a small reel-to-reel tape recorder when I was in third-grade and told me to sing into it. He was the first one who really saw something in me.”

And since then Ann has used music not just to express herself, but to reach people in need, especially in the Co-Op City community she has called home since arriving in New York 30 years ago.

Directing her church youth choir there, she saw the troupe grow from 11 to 50, “and the parents or the kids themselves would come to talk with me about their problems. I just have a passion for kids, and I’m not afraid to talk to them. You’ve got to get inside their heads, not approach them with the attitude of ‘I’m the punisher and you’re the punishee.’”

Successfully raising two children after years in what she calls her own abusive marriage, Ann can relate to families in crisis. “I just try to use the gifts and talents God has given me.”

I Want to Sing

To sharpen those talents, Ann earned her CNR Psychology degree last year at the Co-Op City Campus, and is hoping to work toward a Master’s in Divinity.

“I took a lot of courses on how children operate, what’s in their minds. It helped me with my own kids, too!”

But to be honest, a thirst for knowledge is not what first inspired her return to school. “In 2000 I was having liver problems, and the doctor said I might just have seven good years left. People laugh when I tell them this, but the real reason I

pursued a degree is that I thought it would look good in my obituary.”

Ann felt shy and uncomfortable as classes began, “But a professor named Carolyn Brown helped me face the shadows of my past and discover my true purpose. She gave me the ‘mirror test’: Can you look at yourself and see a beautiful person? I couldn’t do it at first, but by the end of the semester I *could* look in the mirror and see that beautiful woman” – with a beautiful voice as well.

But while always active in church music, the former legal secretary and administrative assistant didn’t begin singing professionally until she was 40, when a friend told her the Cotton Club was auditioning for a Sunday gospel brunch.

“I thought, ‘I can’t make any money that way,’ and I wanted to do other kinds of music, too. But I went down there and got the job. I know God had a hand in the plan.”

Ann then won a stint as Sister Carrie in *Mama, I Want to Sing*, a long-running gospel-tinged musical. “It was off-off-Broadway,” she fondly recalls, “but it was a big hit, and catapulted me to other opportunities.”

Working with a small theater group, Ann even co-wrote a play called *Moving On*, recounting her personal trials and triumphs. Wherever showbiz takes her, Ann feels that a higher power has cast her in a larger role.

“I’d like to be a licensed minister and do pastoral counseling, work with young people and their parents all together. I see young people who are just going astray, with no motivation, parental guidance or belief in themselves. They need a little push or direction.”

Ann also dreams of starting a program she calls FAMU – Fathers and Mothers United. “Our motto would be, ‘Spend time with your child before your child ends up doing time.’ Whether married or not, parents should come together to save their children from the street life and mold them into responsible adults.”

“I just have a passion for kids, and I’m not afraid to talk to them. You’ve got to get inside their heads.”

Music Transcends

Ann’s most-cherished gospel tune is her mother’s favorite, “I Won’t Complain”:

Sometimes the clouds hang low
So low, I can hardly see the road
I ask a question,
Lord, why so much pain?
But he knows what’s best for me
Although my weary eyes can’t see
So I’ll just say thank you Lord
I won’t complain

Blues queen Billie Holiday’s “God Bless the Child” is another favorite for Ann. But she is popular with Cotton Club

“It is very fulfilling when people tell you how you’ve affected their lives. It’s trite to say that music transcends, but it’s really true.”

audiences not just for her vocals, but for her ability to strike a personal chord.

“At the gospel shows, people come up and ask me to pray for them or a loved one, or thankfully tell me how their problems have worked out. One woman quietly asked me to sing a particular number because she and her husband had been having problems – and when she thanked me later, she said she could see in his eyes that the song had touched something deep inside.

“It is very fulfilling when people tell you how you’ve affected their lives. It’s trite to say that music transcends, but it’s really true.”

Ann began her musical work with the Children’s Aid Society when a young woman in her jazz show mentioned that someone there was ill and they needed a fill-in. “The kids begged me to stay on, so I did.

“I’m just really a blessed person, and to whom much is given, much is expected. When we have a lot, we are to reach out and help others. And when you do, it will come back to you.” ■

Gary Rockfield is a free-lance writer/editor who frequently reports on education and business-related issues, as well as unique personalities from all walks of life. An award-winning former newspaper editor, he lives in Brewster, NY.



NCAMPAIGN NEWS

VOL. 2 NO. 1 / SPRING 2008

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TOTAL RAISED TOWARD GOAL



Assemblyman Latimer toured the Wellness Center construction site. Pictured with the Assemblyman are CNR Executive Vice President Dr. Ellen Curry Damato (l.) and Director of Government Relations Terri Eberle (r.).

Wellness Center Prepares to Open

WITH THE GYM FLOOR NOW LAID, THE WALLS FRESHLY PAINTED AND WATER FILLING THE POOL, THE WELLNESS CENTER IS NOW COMPLETE. READ THE FULL DETAILS ABOUT THE COLLEGE'S NEW \$28 MILLION FACILITY AND THE OFFICIAL DEDICATION IN THE NEXT ISSUE OF *QUARTERLY*.

CNR Receives \$50,000 Grant for Wellness Center

State Assemblyman George Latimer has presented the College with a \$50,000 capital construction grant from New York State. The funds were used toward the construction of multi-media "smart" classrooms in the new state-of-the-art Wellness Center. In addition to the smart classrooms, the Wellness Center includes areas for conferences and seminars, a fitness center, a gymnasium equipped with arena-style bleachers, competition-size basketball and volleyball courts, an interior running track suspended above the gym floor and a six-lane NCAA competition swimming pool. Other highlights include a meditation room and contemplation roof garden. The ecological design of the building as a metaphor for wellness is eligible for certification by the U.S. Green Building Council under its Leadership in Energy and Environmental Design (LEED) Green Building Rating System®.



Supporting The College of New Rochelle!



Ellen Mooney Hancock
SAS'65
\$5,000,000

It was my mother really who wanted me to go to The College of New Rochelle. She took me to the Ursuline Academy as a freshman in high school and told the nuns, even before I started there, that I was going to CNR!

I was a day-hop for three years, and a resident in Angela as a senior, so I had both college experiences. I also received scholarship money. My college life was a wonderful time for me, a memorable period of growth. I am a great believer in single-sex education. Of course, I had a lot of it when I was younger, but there is such value in it for young girls growing up.

Today when I'm asked what makes a successful businesswoman, I can truthfully say I believe what matters for women is having role models who are women; women instilling in all of us the belief that we can do anything we want in the world. I had many wonderful role

models as an undergraduate at The College of New Rochelle.

I belong to an organization called The Committee of 200. It is an all-women executive organization and when we get together we have the opportunity to talk freely about how we are doing in business and in our lives. This organization, and others like it, has been very helpful to me as a woman and as a professional in business. That is what CNR still provides our students today – a lifelong community of value-centered women.

All these years, I have stayed connected with the College. I don't think I have ever missed a reunion. Being on the College's Board of Trustees was very educational for me; I came to realize how important alumnae/i support is to the College. I have been fortunate enough to contribute over the years to special CNR projects and to the Annual Fund, with additional resources made available to CNR because of my professional associations with IBM, Colgate and Aetna.

I am continually impressed with how the College has successfully grown beyond the main campus to advance diversity, to develop new campuses and new programs, and to serve new students. Doing all of this while maintaining the heart and soul of CNR is quite commendable.

This growth continues with the new Wellness Center. Architecturally, it fits right into the New Rochelle campus environs. It is a modern building perfectly designed to match a traditional campus, and it fulfills what an Ursuline education has always been about – educating the mind in a healthy body. Admittedly, I loved the old Art Deco Sports Building from my college days, but I look forward to all that this new facility and programs will offer to many generations of CNR students. ■



Warren and Marylou Meyer Hayford
SAS'52
\$2,000,000

You might say I became involved with The College of New Rochelle on a blind date. Back in 1950 I was attending the Army Navy game with a friend from West Point, who fixed me up on a blind date with his sister. Army lost that chilly afternoon, but I won. I met Marylou Meyer.

Though it was the tradition at West Point for graduates to be married on the day they graduate (or the next day), Marylou and I took our time. We were married two weeks later and we have been married for 55 years. You might say I also married The College of New Rochelle, for CNR has been close to both of us all these years.

I'm connected to the College, of course, because of Marylou, and Marylou is connected to the College through family – a distant relative, Catherine Howley Halley '21, who recommended CNR to her. Marylou began at CNR in the fall of 1949 and shortly after that she came into my life. Both of us have been happily connected with The College of New Rochelle ever since.

(Continued on page 34)

Supporting The College of New Rochelle!

(Continued from page 33)

It was my honor to have been asked by Sister Dorothy Ann Kelly to serve on the Board of Trustees at the College in the 1970s, and Marylou and I have been involved with a number of wonderful additions to CNR. The most rewarding for us was our participation in the renovation of Mother Irene Gill Library. Over the years, we have been happy to host alumnae receptions in Chicago, Connecticut, and now in Florida where we live most of the time now that I am semi-retired.

There are many memories of special events and wonderful teachers for both of us at The College of New Rochelle. When Marylou and I first began to date, I would pick her up at Maura Hall. In fact, some of my fondest memories are the dances in Maura Ballroom during Marylou's undergraduate years.

Since then, she has been involved with her class, with reunions and alumnae events, and we have been fortunate enough to support both of our schools, my West Point and Marylou's CNR.

As an art major during her years at school, she developed her talents and gathered her inspiration from Dr. Ernest Thompson and his wife, Florence. When she filled out an alumnae survey as she was about to celebrate her 20th reunion, she wrote: "My art courses have enriched my life and I find many opportunities for creativity and self expression within the framework of a household full of children." Philosophy, too, was another favorite subject, with professors like Dr. William Carlo and Dr. Joseph Scully.

God has blessed us with seven children and 22 grandchildren and Marylou's

days were filled with our family and an untiring interest in the changes in my career. Years ago, she reflected, "How does one tell of ten or twenty years, with seven moves and seven children, crammed full of laundry, cooking, gardening, painting, sewing, refinishing furniture, carpooling, beaching, swim teams, track teams, basketball games, tennis, family trips and others – the joys and anxieties, the successes and failures; clubs, PTAs, entertaining – all wrapped up and insulated by wonderful relatives and cherished friendships, and tied securely with the 'strings' of a most happy and satisfying marriage."

Well, that about says it all. That's my Marylou. You can always count on a CNR gal to have the last (and best) word! ■



Joan Henderson Cook
SAS'51
\$1,500,000

My years at CNR are part of who I am. My decisions, my curiosity, my determination and, of course, my memories are intertwined and informed by many CNR experiences. I draw from those experiences even now. If you are one of the more than 44,000 of us who are graduates, you know what I mean.

Thankfully, there is great compassion in this world and it is revealed to us all the time in events big and small. Each time I visited a CNR campus I was reminded of the compassion that has been present there. In CNR's faculty and staff, there is a dedication to the success of each and every student. The Ursuline heritage is alive and well at CNR and it is easy to see why.

My connection as a graduate and a

former Trustee, and my experiences then and now, make it easy for me to choose CNR as a worthy recipient of my charitable support.

My husband, Jim, and I had the experience of being able to go to private colleges through scholarships. We shared the belief that education is the best solution to today's problems. We made charitable contributions because we felt strongly about giving back and helping others.

One of my deepest rewards will always be the realization of each student's success – their personal accomplishments strengthened by their intellectual and spiritual growth while at The College of New Rochelle. I am pleased to continue to participate in the life of CNR and its students. ■

TO MAKE A GIFT TO THE CAMPAIGN OR FOR FURTHER INFORMATION, PLEASE VISIT THE WEBSITE AT
WWW.CNR.EDU, CALL 1-800-474-4232 OR EMAIL CAMPAIGN@CNR.EDU.

GRADUATE SCHOOL LAUNCHES NEW EDUCATIONAL LEADERSHIP DEGREE PROGRAM

The Graduate School launched a new 39-credit Master's Degree in Educational Leadership with dual certification in September 2007. The program, which can be completed in two years or less, leads to initial/ professional certification at the school building level and professional certification at the school district level. Upon obtaining the dual certification, students will be qualified to begin their administrative careers as assistant principals and principals. As they advance professionally, they will have already earned the additional certification necessary to pursue career

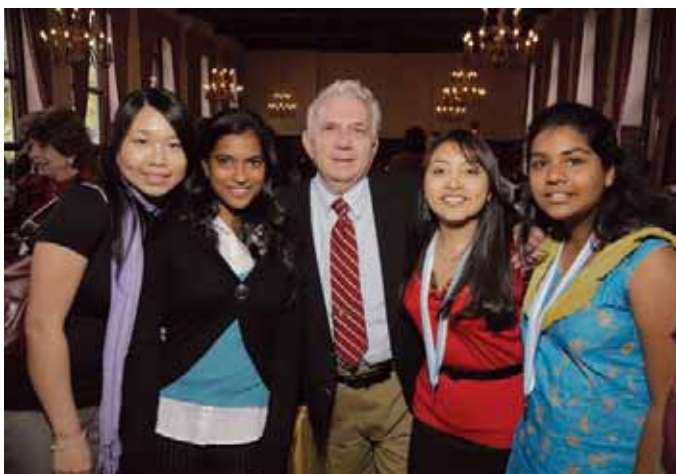
opportunities as district assistant superintendents and superintendents.

"This is a unique opportunity for teachers interested in pursuing leadership positions within their districts," says Dr. Guy Lometti, Dean of the Graduate School.

Courses for this highly competitive Master of Science program are conveniently offered in the evening and on weekends. In addition, students are given the opportunity to begin the program with a group of students as part of a specific cohort.

THE TRADITION OF

FAMILY WEEKEND



Dick Cassetta, Associate Professor of Chemistry, poses with students (from left) Binh Phong SAS'08, Sherly Mathew SAS'10, Blanca Paccha SAS'08 and Carol Mathew SAS'09.



CNR President Stephen Sweeny congratulates Lorraine Dolengo-Santiago SN'08 during the Honors Convocation.

During a sunny weekend in November, CNR students and their families gathered at the College for Family Weekend 2007. The autumn tradition provided opportunities to experience campus life and to dine and socialize with other CNR families. The festivities included a Broadway trip to see *The 25th Annual Putnam County Spelling Bee*, a student showcase performance where students exhibited their school spirit with song, dance and spoken word to family and friends, CNR Drama's performance of *Little Shop of Horrors* in Romita Auditorium and the Student Leader Induction Ceremony, where CNR students were recognized for the hard work they put into making student life on campus an enriching part of the CNR experience.

On Saturday, students on the Dean's List and Honors List and their families, as well as faculty and staff of the College, gathered in Holy Family Chapel for the Academic Honors Convocation. Kelley Allen SAS'98, who currently works for Sony in the exciting world of new media and electronic publishing, reflected on her days as a student at CNR during her keynote address.

"When I look back at my very heavy and eclectic course load over the eight semesters, it was a smorgasbord – an intellectual banquet of everything and anything. The more eclectic the title of the course, the more likely I would partake."

Allen also spoke of challenges she faced in college and in the workplace, concluding her address with some words of wisdom for the Honors students. "My hope today is that you discover something of what I have learned, and hopefully ten years from now you, too, will look back and see how CNR is more than just an education, it is a place of community where the tradition of helping others to learn and succeed is a demonstrated way of life. Knowing and applying this in my life has helped me more than anything else in my years after graduating."

After the convocation, the celebration continued with a reception in Maura Ballroom, where members of the College Community and students and their families had a chance to socialize and forge new friendships.

— Andrea Fagon

Students Honored for Service on Founders Day

Four students were honored for outstanding service on Founder's Day in October, each receiving the 2007 *Serviam* Award from the Ursuline Institute. The Institute established the annual award to honor students who best embody the Ursuline philosophy of *Serviam* (I will serve) and support the College's mission of education for service. This year's recipients are:



Ruth Collura (School of Nursing) A former CNR Peer Minister and one of the founding student members of the Gospel Choir, Ruth also coordinates a weekly bible study session for students on campus. For the past two years, Ruth has participated in Project Vida Digna, a community service effort coordinated by CNR's Office of Campus Ministry to help the poor of Matamoros, Mexico and Brownsville, Texas. In 2005, as a member of her church's youth group, she volunteered to conduct a vacation bible school for children living in an orphanage in China. This year, she was one of nine young women who volunteered in New Orleans to help victims of Hurricane Katrina – many of them elderly – clear their homes of the debris left by the storm.



Allison Ippoliti (School of Arts & Sciences) A former CNR Peer Minister, Allison has ministered at College liturgies and prayer services. She volunteers weekly at Songcatchers, an after-school music program in New Rochelle, providing instrumental and vocal instruction to children between the ages of seven and 13. During the 2006 intersession break, Allison took part in Campus Ministry's "Urban Plunge," working with the children of Hale House in New York City.



Willette Fletcher (Graduate School) For several years, Willette, who is also a graduate of the School of New Resources, served as Youth Leader and Youth Pastor of St. Peter's Pentecostal Deliverance Center, organizing events and activities for adolescents and young adults in her community that offered opportunities for fellowship, enhancement of social skills and discussion of personal issues. During the summer, services were expanded to include young people from other states who were welcomed by the local community. With her sister, Willette also organized a city-wide group of young adults who sponsor an annual retreat for group members and their families.



Tamisha Hurley (School of New Resources) For five years, Tamisha volunteered at the Christian Academy of Music, an organization that provided music, singing and drama classes in her community. Because of her commitment, her responsibilities as prayer intercessor and graphic designer were expanded. In addition to providing administrative support to the school's founder, Tamisha also organized school concerts. Currently, she oversees the Youth Ministry Choir and is Dance Director of her church, the Faith Mission Christian Fellowship Church. She is also involved in her church's coat and food drives for people driven from their homes by Hurricane Katrina and with a group that provides holiday meals for families living in a homeless shelter. This summer, Tamisha plans to volunteer in the neonatal unit at Jacobi Hospital.



Little Shop of Horrors Performed

The weekend following Halloween, CNR Drama presented the hit musical *Little Shop of Horrors*. The musical comedy about a man-eating plant named Audrey II has been hailed as bizarre and brilliant, full of dark humor and riotous fun. Laurie Peterson Castaldo SNR'94 directed the production, which was choreographed by CNR graduate student Jessica Bittner (who also starred as Audrey II). Several other CNR students were also part of the cast, while Erin Churchill SAS'03, GS'05 served as production stage manager and JoAnna Marchetti SAS'05 as costume designer. CNR Drama's first production, Tennyson's *The Princess*, premiered over 100 years ago on June 12, 1906. Today, CNR Drama has the distinction of being the campus club with the longest uninterrupted tenure in the College's history.

It's Magic at the Castle Gallery

This fall, the Castle Gallery played host to *The Art of Magic*. The exhibit, curated by Jennifer Zazo GS'04, featured memorabilia from the Golden Age of Magic (1890s–1930s) which is part of the collection of Nelson Nicholson, husband of Carole McCarthy Nicholson SAS'59.

A member of the Society of American Magicians, the International Brotherhood of Magicians and the London Magic Circle, Nelson Nicholson is a prominent collector of magic memorabilia. As Nicholson evolved from performer to historian of magic, his collection expanded to include lithograph posters, broadsides, antiquarian books, periodicals, photographs, autographs, apparatus, ephemera and memorabilia.

While many magicians were represented in the exhibit, including Harry Houdini, the primary emphasis was on William Robinson, Harry Houdini's assistant who became a notable magician in his own right while performing under the stage name of Chung Ling Soo. Several of Ling Soo's lithograph posters, well known for their aesthetic appeal, were included in the exhibit. *The Art of Magic* also showcased female magicians, the family business of magic and traveling shows, while concurrently paying tribute to other magic legends such as Mortimer, Kellar, Thurston, Brindamour and Powell.



At the opening are exhibit curator Jennifer Zazo GS'04, Gallery director Katrina Rhein SAS'02, Carole McCarthy Nicholson SAS'59, Nelson Nicholson, Gallery assistant director Michelle Jammes and CNR President Stephen Sweeney.



GS PROFESSOR'S SCULPTURE SELECTED FOR AWARD

A contemporary stone sculpture by Robert Wolf, Professor of Studio Art and Art Therapy in the Graduate School, was purchased by the National Association for Multiculturalism in Communication for use as their 2007 Mickey Layland Humanitarian Award. The award was presented in September to CNN's Anderson Cooper to recognize his efforts to bring international attention to a wide variety of humanitarian issues, across a range of cultures, through his unique style of reporting.

Robert Wolf's sculptural forms have been influenced by Brancusi, Arp and Moore. They are composed of organic, linear and gestural images that are translated into abstract form. These contemporary sculptures integrate elements of human form and movement, with the natural beauty of a variety of types of stone and wood.



*Rita Howard
McGoldrick SAS'57,
Beau Lang Erbe SAS'57,
Marie Porco Rossi
SAS'60, GS'71, Fran
Choquette Broderick
SAS'57, Mary Beth Ball
Hofstetter SAS'63, GS'81
and Lois Scarpino
Amend SAS'57*

*Faith Ritchie SAS'69,
Lela Keough Negri
SAS'56, Rosa Puleo
Napoleone SAS'75
and Judith Kenny
SNR'82*



Donors Thanked at President's Circle Dinner

On a beautiful fall evening in late September 2007, CNR President Stephen Sweeny welcomed members of The President's Circle at the annual President's Circle Dinner, held at Glen Island Harbour Club in New Rochelle. For the 41st time, special recognition was provided to donors who give \$1,000 or more to the Annual Fund each year.

The President's Circle began in 1967 with 22 members who gave \$22,000 to the College. During Fiscal Year 2007, 405 President's Circle donors contributed \$1.2 million to the Annual Fund. This includes alumnae/i from all four Schools, current and former trustees, current and former faculty and staff and many friends of CNR. Among the membership of The President's Circle are 69 members who have been extraordinarily generous, each giving cumulatively more than \$100,000 to CNR. The youngest PC member in attendance at dinner was Kelley Allen SAS'98, while the senior most members in attendance were Alice Gillespie SAS'37 and Rosemary Klemann SAS'39.

During dinner, President Sweeny announced the introduction of Partners in Excellence – a comprehensive new program designed to bolster Annual Fund giving to the College by all members of our CNR community. “We all understand that the purchasing power of a \$1,000 gift today, compared to 1967, has decreased significantly,” said Dr. Sweeny. “In fact, its current value is \$166!”

Beginning in July 2008, entry level for membership in the President's Circle will rise from \$1,000 to \$1,500. The President's Circle will also include several new gift levels and enhanced forms of donor recognition, including two new named recognition societies for the College's most generous donors, The Mother Irene Gill Society and the St. Angela Society.



New Board Member Appointed

Saddle L. Smith has been appointed to the College's Board of Trustees. Smith will serve a three-year term.

Smith is corporate secretary for Consolidated Edison, Inc. and corporate secretary and associate general counsel for its largest subsidiary, Consolidated Edison Company of New York, Inc. As such, she is responsible for corporate compliance and oversight on fiscal and business matters, board and shareholder relationships, documentation and reporting and development of the companies' corporate structure. Prior to her appointment as secretary, Smith was vice president of Con Edison's Staten Island operations. She has also served Con Edison as director of facilities management and office services, director of EEO affairs and senior attorney in the company's law department. Before joining Con Edison, Smith was with the law firms of Mudge, Rose, Guthrie & Alexander in New York and Jenner & Block in Chicago.

She has been recognized as one of the “25 Influential Black Women in Business” by *The Network Journal* and is a recipient of the YMCA's “Black Achievers in Industry” and Con Edison's “Living Our Values” awards.

Smith holds degrees from Bowdoin College and Columbia University School of Law.

We Remember...



Margaret Bedard

For nearly 30 years, Dr. Margaret Bedard, who passed away on January 23, 2008, served the College with good humor and grace, influencing during that time decades of students in her role as a professor of sociology. She began teaching sociology and anthropology at CNR in 1951, was tenured in 1961 and promoted to full professor in 1965.

Margaret was a faculty exemplar of *Serviam*, not only in her dedication as an excellent teacher but also as an active participant in local, national and international organizations. Her summer travels were to attend international UN meetings and to research archeological sites for her courses in anthropology. At

CNR, she served on many college-wide committees and regularly lectured locally on social issues including children, marriage and family. In the 1970s she initiated internships at the United Nations for CNR students, several of whom went on to serve the UN and/or other international agencies, an achievement of which she was very proud. She also leaves a legacy of many dedicated social workers among her former students.

Following her retirement in 1980, Margaret continued to be active in local organizations and was a regular member of the CNR Sunday liturgy community until old age prevented her from leaving home.



Deborah Thomas

When Deborah Thomas passed away on February 15, 2008 after a long battle with cancer, the CNR Community lost one of its most deeply talented and vibrant citizens. As the Director of Communications for eight years, Deborah was a woman of tremendous energy and ideas, passionate about the College's mission and presenting it effectively to all our publics.

During her tenure, she oversaw the creation and implementation of the multi-million dollar image campaign, "Wisdom for life." She served as the College's chief public relations officer during numerous major CNR events, including the opening of the newly renovated Gill Library, the Centennial celebration, the launch of the latest capital

campaign and the initial stages of the building of the Wellness Center. Deborah co-founded the Communications Liaison Committee on campus to bring together representatives from all schools and numerous departments to facilitate information sharing. She also found the time to earn her degree in communications from the CNR Graduate School in 2004.

Despite facing increasing health challenges in the last couple of years, Deborah valiantly carried on, overseeing the College's advertising efforts until her illness finally forced her to leave the College in 2007. Though she left us far too soon, she also left us with the fondest of memories as well as a legacy of her fine work.

May they rest in peace.

Campus Profile: **NEW ROCHELLE CAMPUS**



When the three buildings that comprised the New Rochelle Campus of the School of New Resources were razed in July 2005 to make way for the Wellness Center, the physical part of the campus was forever relegated to memory and old photos. However, the spirit and the history live on in the annals of The College of New Rochelle and in the minds and the hearts of the many students who have graduated from that campus.

In September 1972, the first of the School of New Resources campuses was born. The buildings that made up the campus, Chelsea, Notre Dame and Newman, were old but beautiful, and over the years they became familiar and comfortable places for classes, study and

bonding. Newman, the smallest of the three buildings, for many years housed the administrative offices of the New Resources Dean and staff. Now, 35 years later, the buildings are gone but the mission of the School of New Resources remains alive and well and shares that heritage with five sister campuses.

Angela Hall is the current home of the New Rochelle Campus, and the same vitality that coursed through the original buildings now centers on the second floor of Angela, where the Director, Dr. Elena Bront De Avila, the Instructional Staff, the office staff and the Financial Aid Office are located. The third floor is home to the ACCESS Center. There, students can use the computers, get tutoring support and

sometimes find a quiet place to study. While some classes are held in Angela Living Room, most classes are scheduled around the various buildings of the Main Campus.

"It seems a little strange to come back and see everything changed, but I'll always remember the classrooms, the old buildings and the feeling of being home. Just as we finished college and moved on, the School has to change and be a part of the future. The Wellness Center is beautiful and will serve so many people. And the New Rochelle Campus of SNR is still doing a noble job of educating adults, just with a very different look." These sentiments, voiced by Zina McCann SNR'89 & GS'92, echo the sentiments of many of the graduates who have come back recently to visit.

Much has changed since the inception of New Resources; of course, back then we didn't have several high-rise apartment buildings in New Rochelle. And like the College, the geriatric center nearby is expanding and renovating. Things change.

What remains constant, however, is the Statement of Purpose of the School of New Resources, the adherence to the mission of the College and the desire to offer to adults the opportunity to expand their options by obtaining a liberal arts degree.

— *Judith Balfe*

CAMPUS DIRECTOR ELENA BRONT DE AVILA

Dr. Elena Bront De Avila joined the New Rochelle Campus as Director in September 2006 after having served as Instructional Staff/Letters since 2000, first at the New York Theological Campus and then at the John Cardinal O'Connor Campus.

Dr. Bront De Avila earned degrees in several countries, including an MA at the University of Timisoara and an MA from Babes Bolyai University, Cluj Napoca, both in her native Romania. She also earned an MS at Catholic University "Andres Bello" in Caracas, Venezuela, and her EdD at National Louis University in Chicago, Illinois. She is married and has two daughters.

"Being the Director of a campus is a challenge, but I have received tremendous support from Dean Boyd," she says. "I brought to this position student affairs practice with a strong

theoretical base. The adult education models I have used at the NYTS and the JOC campuses have defined the relationships I have with the students at the NR campus. These models have provided guidance and accentuated that learning is a lifelong process.

"As campus director, I must fulfill the needs of the environment without ever forgetting the main characters, the students. The success of the New Rochelle Campus lies in this above all else."



JOIN THE TEAM, BECAUSE... NOTHING SUCCEEDS LIKE SUCCES\$!



Over the last few years, The College of New Rochelle has succeeded in obtaining grants that have helped us provide educational programs for our students. For example, we've received grants from Con Edison for our access centers at the School of New Resources, so that our adults students have a place to refresh their math skills, as well as a grant from the George Link, Jr. Foundation for the School of Nursing.

WHY WERE WE SO SUCCESSFUL IN OBTAINING THESE GRANTS?

Because Con Edison and the George Link, Jr. Foundation have been impressed by our programs, by our commitment to teaching the whole person, and by our 4,000-strong team of Annual Fund donors.

For future success, we need an even larger team. And that will happen if last year's team returns again this year and some new members join us and start to give now.

If we can show other corporations and foundations that our alumnae/i support is sustained and growing, then we can obtain more grants that bring skill and confidence to our students.

SO, JOIN THE TEAM! PLEASE GIVE TO THE 2008 ANNUAL FUND.

Annual Fund Gift Clubs

The President's Circle \$1,000+
Founder's Society \$500+
Chidwick Associates \$250+
Century Club \$100

President's Circle Associate Memberships

(for recent graduates only)
1-4 years \$250 (2003-2007)
5-9 years \$500 (1998-2002)

REMEMBER, NOTHING SUCCEEDS LIKE SUCCESS!

Reflecting on the Rome Seminar

BY JOAN BAILEY, PH.D.

SPECIAL ASSISTANT TO THE PRESIDENT FOR MISSION & IDENTITY

Looking forward to the week-long banquet of spiritual, intellectual and yes, physical experiences that awaited us, our group of four from CNR walked up the steep and narrow road beside the 12th century church of Santi Quattro Coronati (the Four Crowned Saints) in Rome, part of the fortified abbey that provided refuge to early popes. The late afternoon sun bronzed the high walls on each side of the road and released the scent of fallen oranges and early summer flowers. We soon reached the Lay Center at Foyer Unitas, near the top of the hill inside the courtyard of the Irish College, where we were greeted with warm hospitality and cool beverages most welcome after our trek in the hot sun.

This third annual Rome Seminar in June 2007 began appropriately with greetings between old and new acquaintances. Our leader, Donna Orzuto, Director of the Lay Center at Foyer Unitas and Professor at the Pontifical Gregorian University, introduced us to the history and mission of the Lay Center and described our schedule for the week, the banquet, ahead, which would provide us with direct encounters with the spiritual and intellectual legacy of the Catholic faith, the *raison d'être* of The College of New Rochelle and indeed of all of Catholic Higher Education. The Seminar is a joint project of the Association of Catholic Colleges and Universities (ACCU), the association of our 230 Catholic colleges and universities in the United States, and the Lay Center at Foyer Unitas, an institute providing a Catholic environment for the education and formation of lay people, including residential opportunity for international lay students studying in Rome at Pontifical universities.

With "Rediscovering our Roots: Spirituality and Catholic Higher Education" as its topic, the 2007 Seminar was designed to acquaint or re-acquaint participants with dimensions of the Catholic intellectual and spiritual legacy

in order to more effectively lead Catholic higher education, particularly our own institutions, to fulfill the purposes of Catholic higher education: the search for truth, the whole truth about nature, man and God. In the words of *Ex Corde Ecclesiae*, "This is the way of serving at one and the same time both the dignity of man and the good of the church."

The goals of the seminar would be accomplished through preassigned readings, meetings with appropriate officials of the Holy See, daily liturgical celebrations, visits and guided tours of sites which have particular historical significance in our Catholic tradition and continuous opportunities for participant conversation about the current issues of Catholic higher education in the world, especially in the United States.

In addition to myself, the College of New Rochelle team for this seminar included President Stephen Sweeny and two administrators from Student Services, Meghan Toomey and Tiffani Blake, both Assistant Directors of Student Development. This combination afforded us the special gift of different experiential perspectives for reflection, reaction and planning future activities upon our return to CNR. Joining us were presidents, provosts, faculty and administrators from eight other Catholic higher education institutions from across the U.S. and a representative from Australian Catholic University.

The opening session on "Implementing the Principles of the Compendium of Social Teachings of the Catholic Church in Catholic Higher Education" was presented by His Eminence Renato Cardinal Martino, President, Pontifical Council for Justice and Peace, which was responsible for assembling the Compendium. As I listened to His Eminence, what struck me most strongly was the importance of being intentional and explicit about why we, as a Catholic college, engage our students and our whole community in social jus-

tice programs and activities. Our gospel call to justice and peace grounds these programs and activities not as “trendy” for higher education but rather as the very essence of implementing the social teaching of the Church. Later, the first of our daily liturgies and celebrations of the Eucharist truly joined us together with one another and our shared faith in our quest to enrich Catholic higher education.

Tuesday morning found us at the Vatican in the offices of the Congregation for Catholic Education and meeting with Most Reverend J. Michael Miller, then Secretary, Congregation for Catholic Education, who spoke with us about the “Spiritual Principles of Catholic Education,” especially higher education and the particular challenges in the United States. He addressed the identity and mission of Catholic institutions of higher education, listing qualities and characteristics essential to their Catholic identity, while acknowledging the challenges of fully meeting these criteria. He was especially eager to remind us of our call to partner with sister institutions in developing countries and to share our comparative wealth of resources with them.

Needless to say, this presentation led to lively discussion among the participants after the formal presentation ended and for the remainder of the day.

During the Wednesday audience with Pope Benedict XVI, held away from the now oppressive heat in the spacious audience hall, our seminar group was especially honored to be welcomed by name by the Holy Father. The many attending groups from

around the world served as a powerful and dramatic reminder of the global church today.

During lunch, hosted by the Canadian Ambassador to the Holy See, we enjoyed a lively dialogue with Archbishop Agostino Marchetto, Secretary, Pontifical Council for Pastoral Care of Migrants and Itinerant Peoples, which affirmed the Catholic higher education call to access so central to CNR’s mission and practice. Over the coffee that followed, many of us had the pleasure of meeting with Donna Orzuto’s students from the Gregorian Pontifical University, and talk then became more about practical academic issues: required courses, teaching styles, subjects of study and evaluation. Nothing like meeting with real students to keep college and university faculty and administrators focused! Perhaps most appropriately after the academic conversation with students, the day concluded with Eucharist celebrated in the Rooms of St. Ignatius.

Away from Rome on Thursday to Subiaco, we had morning prayer at the monastery of the Sacro Speco, lunch at the Foresteria of Saint Scholastica, tours of the monastery and finally a seminar presentation by Reverend Jonathan DeFelice, OSB, President of St. Anselm College on “Founding Religious Charisms and the Transfer to Lay Leadership in Catholic Higher Education.” This is a topic with which CNR has been familiar for some time but which many of our sister institutions in the U.S. are only now confronting. Nevertheless, the transition in whatever stage does demand attention and intentional

Coming to the original physical sites of so much of our Catholic spiritual and intellectual legacy indeed provides a richness and power to understanding and inspiration to know more.

strategies to educate and inspire ourselves and our colleagues if we are to move forward in new ways while maintaining the Catholic identity that has been and continues to be our source. This demands our ongoing attention, creativity and inspiration.

And indeed it was inspiration that we were offered when we joined together on Friday morning at the Irish College to hear the stimulating and concluding presentation on “The Vocation to Catholic Higher Education” by Reverend Monsignor Roderick Strange, Rector, Pontifical Beda College. The week drew to a close with dialogue and conversation and finally, most appropriately, celebration of the Eucharist by Most Reverend J. Michael Miller, who then joined the seminar participants for the closing reception and dinner under the orange trees at the Lay Center.

Coming to the original physical sites of so much of our Catholic spiritual and intellectual legacy indeed provides a richness and power to understanding and inspiration to know more. From the almost overwhelming resplendence of St. Peter’s Basilica to the monastic cave of St. Benedict at Subiaco or the Rooms of St. Ignatius, the breadth and depth of the great artistic expressions of faith that surround the ceilings and walls of the great cathedrals, our spiritual and intellectual legacy permeated my senses and my being and urged deeper learning, further dialogue and reflection and expanded creativity to engage the CNR Community in discovering/rediscovering, creating/recreating and enlivening the continued Catholic identity of The College of New Rochelle into the 21st century.

“Recognizing human dignity, acknowledging human rights, working for the common good of society and seeking solidarity are inclusive of all people regardless of their personal religion and beliefs. Through the Seminar. I discovered that Student Services is integral in the out-of-the-classroom experience for students and that we are mandated through our commitment to CNR and its mission to educate students on these principles so that they exhibit them in their endeavors upon graduation.”

—Tiffani Blake, Assistant Director of Student Development

Alumnae/i Association Candidates Are Announced

The following slate of officers, directors and nominating committee members is presented for election. We are deeply indebted to members of the Nominating Committee chaired by Tara Nicole Alfano SAS'02 & GS'04, for their earnest effort to formulate a slate that truly represents our alumnae/i body. Your endorsement acknowledges these alumnae/i as your representatives.

SLATE FOR ELECTION

DIRECTORS

Annually, eight Directors are elected for a term of three years. *Term expires 2011*

David Asbery SNR'05
Hamden, CT
Office Services Manager
Wein & Malkin, LLP

Patricia Bennett SN'98
Ridgefield Park, NJ
Psychiatric RNC
Care Plus NJ PACT Team

Dana Deravin-Carr GS'86
New Rochelle, NY
Nurse Care Manager
Jacobi Medical Center

Nancy Harkins SAS'75
West Chester, PA
Manager
The Vanguard Group, Inc.

Heidi Muhleman SAS'98
New Rochelle, NY
Special Events Manager
Boys & Girls Clubs of Northern America

Tara O'Neil-Brant SAS'98
Bronx, NY
Executive Assistant
New York-Presbyterian Hospital

Jane Scully Reichle SAS'67
Norwalk, CT
Senior Vice President
Westport Energy Partners, LLC

Robin Zaleski SAS'89
Hartford, CT
Director of National Accounts
PME Enterprises, LLC

NOMINATING COMMITTEE

Each year, three Nominating Committee members are elected to a term of two years.

Sandra Bartik SAS'67
Bay Shore, NY
Consultant
Former Partner
Bartik Cordeiro & Associates, Inc.

Martha Counihan, OSU SAS'67
New Rochelle, NY
Associate Professor/Archivist
The College of New Rochelle

Marie-Helene Raho GS'76
Scarsdale, NY
Math & Science Adjunct
Torre Products Co. Inc. CUNY: LGA

CONTINUING REPRESENTATIVES

Officers are elected for a term of two years.
Term expires June 30, 2009

President

Marlene Melone Tuter SAS'71

Vice President

Judith O'Hara Balfe SNR'89, GS'91 & '97

2nd Vice President for Programs

Brigidanne Flynn SAS'87

Corresponding Secretary

Lela Keough Negri SAS'56

Recording Secretary

Christiane Morejon SNR'02, GS'04

DIRECTORS

Term expires June 30, 2009

Patricia Ahern Mastellon SAS'65
Susan Ball Larson SAS'65
Erin Churchill SAS'03, GS'05
Marilyn Dempsey McGill SAS'68
Marge O'Connor SAS'66
David Patterson SNR'97
Rodney Samuels SNR'95
Tanya Thomas SNR'03, GS'06

Term expires June 30, 2010

Jacqueline Compton D'Alessio SAS'64
Joyce Gaston GS'89
Pearl Hayes Sullivan SNR'03
Theresa Moylan Samot SN'80
Rosa Puleo Napoleone SAS'75
Alvin Rivera SNR'07
Ita O'Sullivan SN'86
Virginia Shuford-Brown SAS'72

NOMINATING COMMITTEE

Term expires June 30, 2009

Tara Nicole Alfano SAS'02, GS'04
Noel Petri Robinson SAS'69
Nicole Totans SAS'99
Suzette Walker-Vega SAS'00

The Office of Alumnae/i Relations is eager to receive names of nominees for positions on the Board of Directors throughout the year. Please write, call 914-654-5240, or email alum@cnr.edu at any time.

To endorse the nominated slate, please complete and return the tear-out ballot in this issue of *Quarterly*.



Celebrating the Ann and Patrick Foley Scholarship

THE COLLEGE
OF
NEW ROCHELLE



"I would have not been able to go to college without a scholarship. I want to do this for other young women who, like me when I was a CNR student, need continuing support to achieve their goals."

- Ann Tulman Foley '55

Since the 1980s, Ann and her husband Patrick have funded the Ann and Patrick Foley Scholarship through a generous endowment that has enabled young women to attend and graduate from The College of New Rochelle. Their testimonials echo Ann's own passion about what scholarship support meant to her when she attended CNR.

THE 1980s



"My grandmother went to CNR and I knew from a young age what a special place it was. I even went to art shows there as a young child because several of my grandmother's art students went to CNR. But I could never have fulfilled my interest in going to the College myself without the financial aid the Foley Scholarship gave me to become a well-rounded person, prepared for life. As a military wife, moving from base to base, my CNR education helps me every day to meet challenges."

- Elaine Tolley Andrews '90
First recipient of the Foley Scholarship
Hawthorne School her four children,
ages 6, 9, 12 and 14

THE 1990s



"CNR was an ideal school for me because its small single-sex classes helped me to come out of my shell. My interest in biology, begun in high school, was nurtured in a way I never would have experienced at a larger school. The Foley Scholarship made all the difference. Without it, I might not have been able to attend such a school as CNR — a college that focuses on each individual person and is based on helping her achieve her goal and grow to become a stronger woman."

- Diane Lynch Remley '93
High School Biology Teacher

THE 2000s



"I enjoyed every minute at CNR, both in and out of classes. It was a second home. The Foley Scholarship is more than financial aid. It is a demonstration of the Foleys' belief in me as a student and a person. Because of this scholarship, I have blossomed and flourished. In the course of my four years, I learned to love economics and became passionate about business. I practiced the art of karate and was treasurer of the Environmental Club when I learned about fundraising! Thank you, Mr. and Mrs. Foley."

- Roxana Argintescu '01
Associate Product Manager
Depositary Trust Company, Wall Street

AND BEYOND



"...thank you for assisting me in pursuing my education. I am a sophomore in the School of Nursing at the College of New Rochelle, pursuing my Bachelor of Science Degree in Nursing. I do so appreciate being chosen to receive the Ann and Patrick Foley Scholarship as I follow my goal of becoming a nurse. Your expression of confidence in me and your financial support as I study here at the College of New Rochelle is so appreciated. I am grateful to know that alumni are so generous and willing to give the current student body help in achieving their goals."

- Amaris Pena '09
School of Nursing
The College of New Rochelle

Scholarship gifts of \$100,000 or more can be endowed and named for the donor or a loved one. The principal stays intact, earning interest each year. The interest is awarded to a student or students. An endowed scholarship is perpetual — an award that will affect the lives of future students forever. For more information on scholarships, please call Dr. Carol Weaver at 914.654.5914.

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